

St Mark's All-Through Curriculum Map for Music (KS1 – 3)

	Autumn	Spring	Summer		
EYFS	<p><u>Year R Music Foundations</u></p> <ul style="list-style-type: none"> - Begin to move rhythmically. - Imitate movement in response to music. - Tap out simple repeated rhythms. - Explore and learn how sounds can be changed. - Begin to build a repertoire of songs and dances. - _____Explores the different sounds of instruments. 				
	<p>Early Learning Goal: -Sing a range of well-known nursery rhymes and songs</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher (across the year).</p>				
	<p>Me!</p> <p>1. Listen and Respond</p> <p>2. Explore and Create</p> <p>- using voices only and finding the pulse.</p> <p>3. Singing - nursery rhymes and action songs - building to singing and playing</p> <p>4. Share and Perform</p>	<p>My Stories</p> <p>1. Listen and Respond</p> <p>2. Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>3. Singing - nursery rhymes and action songs - building to singing and playing</p> <p>4. Share and Perform</p>	<p>Everyone!</p> <p>1. Listen and Respond</p> <p>2. Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>3. Singing - nursery rhymes and action songs - building to singing and playing</p> <p>4. Share and Perform</p>	<p>Our World</p> <p>1. Listen and Respond</p> <p>2. Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>3. Singing - nursery rhymes and action songs - building to singing and playing</p> <p>4. Share and Perform</p>	<p>Big Bear Funk</p> <p>1. Listen and Appraise a different piece of Funk music each week/step</p> <p>2. Explore and Create using voices and classroom instruments</p> <p>3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>4. Share and Perform</p>

Year 1

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

Year 1	1.1 Autumn 1 - Hey You!	1.2 Spring 1 – In the Groove	1.3 Summer 2 - Round and Round
Style of Main Song	Old School Hip Hop	Blues, Baroque, Latin, Irish Folk, Funk	Bossa Nova
Unit Theme	How pulse , rhythm and pitch work together	How to be in the groove with different styles of music.	Pulse , rhythm and pitch in different styles of music.
Listen and Appraise	Know what songs are about. Know and recognise the name of some instruments.	Know what songs are about. Know and recognise the name of some instruments.	Know what songs are about. Know and recognise the name of some instruments.
Find the Pulse! (through warm up games)	Know that pulse is the heartbeat of the music. What animal can they copy finding the pulse?	Find the pulse in different types of music. What animal can they be finding the pulse?	Use their imagination to find the pulse .
Rhythm (through warm up games)	-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm	-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythms	-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal - Make up their own rhythms
Pitch (through warm up games)	Pitch is High and Low Sounds.	Pitch is High and Low Sounds.	Pitch is High and Low Sounds.
Playing Instruments (Easy part) (medium part)	Know the names and use 1 or 2 notes... C C and G	Know the names and use 1 or 2 notes... C C and D	Know the names and use up to 3 notes... D D, F, and C
Improvise Know that improvising is making up your own tunes on the spot.	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and G	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes D and E
Compose a simple melody using simple rhythms. Know that composing is like writing a story with music.	Choose from the notes: C and D Or C, D and E	Choose from the notes: C and D Or C, D and E	n/a

<p>Perform and Share Know that a performance is sharing music with other people, called an audience.</p>	<p>A class performance of Hey You! Record, discuss and evaluate together.</p>	<p>A class performance of In the Groove. Record, discuss and evaluate together.</p>	<p>A class performance of Round and Round. Record, discuss and evaluate together.</p>
<p>Year 2</p>			
<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>			
<p>Year 2</p>	<p>2.1 Autumn 1 – Hands, Feet, Heart</p>	<p>2.2 Spring 1 – I wanna be in a band</p>	<p>2.3 Summer 1 - Zootime</p>
<p>Style of Main Song</p>	<p>Afro pop, South African</p>	<p>Rock</p>	<p>Reggae</p>
<p>Unit Theme</p>	<p>South African Music</p>	<p>Playing together in a band</p>	<p>Reggae and animals</p>
<p>Listen and Appraise</p>	<p>Know some songs have a chorus/answer part. Know that songs have a musical style.</p>	<p>Know some songs have a chorus/answer part. Know that songs have a musical style.</p>	<p>Know some songs have a chorus/answer part. Know that songs have a musical style.</p>
<p>Find the Pulse! (through warm up games)</p>	<p>Know that pulse is the heartbeat of the music. What animal can they be with the pulse?</p>	<p>Know that pulse is the heartbeat of the music. You decide what you will be!</p>	<p>Know that pulse is the heartbeat of the music. Be an animal of your choice.</p>
<p>Rhythm (through warm up games)</p>	<p>-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm Know that rhythms are different from the steady pulse.</p>	<p>-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythm Rhythm – long and short sounds of pattern over the pulse</p>	<p>-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal. - Make up their own rhythm Rhythm – long and short sounds of pattern over the pulse</p>
<p>Pitch (through warm up games)</p>	<p>Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.</p>	<p>Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.</p>	<p>Pitch is High and Low Sounds. Know that we add pitch when we sing and play instruments.</p>
<p>Playing Instruments (Easy part) (medium part)</p>	<p>Learn the names of and use up to 3 notes... G or G, A, and C</p>	<p>Learn the names of and use up to 3 notes... F or D and C</p>	<p>Learn the names of and use up to 2 notes... C or C and D</p>
<p>Improvise Know that improvising is making up your own tunes on the spot.</p>	<p>Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D</p>	<p>Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes F and G</p>	<p>Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D</p>
<p>Compose a simple melody using simple rhythms Know that composing is like writing a story</p>	<p>Choose from the notes: C and D or C, D and E</p>	<p>Choose from the notes: F and G or F, G and A</p>	<p>Choose from the notes: C and D or C, D and E</p>

	with music.			
Perform and Share Know that a performance is sharing music with other people, called an audience.	A class performance of Hands, Feet, Heart. Record, discuss and evaluate together.	Group performances of I Wanna Be in a Band. Record, discuss and evaluate together.	A class performance of Zootime. Record, discuss and evaluate together.	
Year 3				
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).				
Year 3	3.1 – Autumn 1 – Let your Spirit Fly	3.2 Spring 1 – Glockenspiel Stage 1 (Course)	3.3 Summer 1 – Three Little Birds (Bob Marley)	
Style of Main Song	RnB	Mixed Styles	Reggae	
Unit Theme	RnB and other styles	Exploring and Developing Playing Skills Learn to play and read the notation of C, D, E and F	Reggae and Animals	
Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel.	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is	Learn to Play: Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is. Name the main sections of the song (introduction, Verse Chorus)	
Warm up Games Progressive challenges within each unit that include 4 games.	Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D	n/a	Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D	
Playing Instruments (Easy part) -> (medium part) -> (melody) ->	Play a part from memory or using notation. C, F and G E, F, G, A, B and C n/a	Play a part from memory or using notation. D + E and D + C D, E, F and C, D + E n/a	Play a part from memory or using notation. G and A C and A C, D, E, G, A and Bb	
Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise	Know that using one or 2 notes confidently is better than using 5.	Improvising with the notes D, E and F	Know that using one or 2 notes confidently is better than using 5. Using up to 3 notes...	

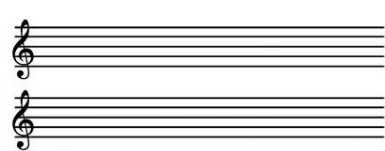
<p>Challenge 3: Improvise!</p> <p>Bronze:</p> <p>Silver:</p> <p>Gold:</p>	<p>Using up to 3 notes...</p> <p>C</p> <p>C and D</p> <p>C, D and E</p>	<p>n/a</p>	<p>C</p> <p>C and D</p> <p>C, D and E</p>
<p>Compose a simple melody using simple rhythms</p> <p>Learn different ways of recording compositions e.g. letter names and symbols.</p>	<p>Choose from the notes:</p> <p>C, D and E</p> <p>or C, D, E, F and G</p>	<p>Compose using the notes D and E</p>	<p>Choose from the notes:</p> <p>C, D and E</p> <p>or C, D, E, F and G</p>
<p>Perform and Share</p> <p>The performance will include one or more of the following:</p> <p>Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance. Record, discuss and evaluate together.</p>	<p>Decide how to present the performance and explain how you learnt the music. Record, discuss and evaluate together.</p>	<p>Decide how to present the performance – could you add some choreography? Record, discuss and evaluate together.</p>

Year 3: Progression in Notation

Language: Stave, lines, bars, treble clef

Reading music: crotchet, crotchet rest, notes: c, d and e.

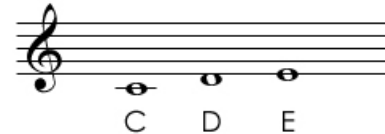
Writing music: Dot notation - higher dot = higher pitch, lower dot = lower pitch, show children what their composition looks as musical notation.



Treble Clef, Stave and Lines



Bars



Minim



Crotchet & Rest



Minim and Rest

Year 4

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

Year 4	4.1 Autumn 1 – Mamma Mia	4.2 Spring 2 – Glockenspiel Stage 2 (Course)	4.3 Summer 2 - Grime
Style of Main Song	Pop	Mixed Styles	Grime

Unit Theme	Abba's Music	Learn more complex rhythm patterns. Learn to play and read the notation of C, D, E, F and G	Writing lyrics linked to a theme
<p>Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking.</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting</p>	<p>Learn to Play: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia Revise and re-visit: Portsmouth Strictly D Play Your Music Drive</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums</p>
<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>Play and copy back using up to 2 notes Bronze: no notes Silver: G and sometimes A Gold: G and A</p>	<p>n/a</p>	<p>Play and copy back using up to 2 notes Bronze: no notes Silver: C and sometimes D Gold: C and D</p>
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part by ear or by using notation. G G, A G, A, B, C</p>	<p>Play a part from memory or using notation. C and D C, D and E C, D, E, F and G</p>	<p>n/a Singing and rapping in unison and parts</p>
<p>Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B</p>	<p>n/a</p>	<p>n/a</p>
<p>Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. letter names and symbols. Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Choose from the notes: G, A and B or G, A, B, D and E</p>	<p>Compose using the notes C, D and E Or C, D, E, F and G</p>	<p>n/a Compose own rapped lyrics about bullying or another topic or theme that they decide.</p>

<p>Perform and Share The performance will include one or more of the following: Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>	<p>Decide how to present the performance. Record and decide how they were feeling, what they were pleased with and what they would change and why.</p>
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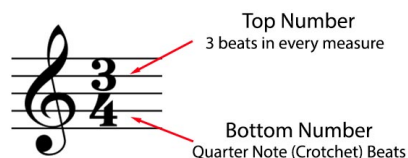
Year 4: Progression in Notation

Recap of Year 3 and Time Signature

Reading music: minim, minim rest, semibreve, semibreve rest, notes: b, a and g. Read and perform a piece of music using notation with the notes written underneath for notes b, a and g.

Writing music: Dot notation, show children what their composition looks as musical notation.

3/4 Time Signature



Minim and Rest



Semibreve and Rest

G Major Scale



G A B C D E F G

Year 5

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

Year 5	5.1 Autumn 1 – Livin’ on a Prayer	5.2 – Spring 1 – The Fresh Prince of Bel Air	5.3 Summer 1 – Hip Hop (Course)
Style of Main Song	Rock	Old School Hip Hop	Hip Hop
Unit Theme	Rock anthems	Old School Hip Hop	Rap and its origins
Listen and Appraise	Pulse – the heartbeat of the music	Pulse – the heartbeat of the music	Explore the origins of rap: What does ‘rap’ mean? (putting words to a beat)

<p>Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking. Compare 2 similar songs – what are the musical similarities and differences?</p>	<p>Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>	<p>Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>	<p>Where did it first come from? (West African 'griot' passed on through generations, arriving in US through slave trade) 'The amazing human beatbox' Julia Dales, beat box champion video Vanilla Ice – Ice Ice Baby Live your life by T.I. featuring Rihanna Will Smith – Summertime Can I kick it? Yes you can! JME – Food track explorer 'Dirty Diggers – Wannabes'</p>
<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: G Silver: G and A Gold: G, A and B</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: D Silver: D and E Gold: D, E and F</p>	<p>n/a</p>
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part by ear or by using notation. G, A, B D, E, F Sharp, G D, E, F Sharp, G, A, B and C</p>	<p>Play a part from memory or using notation. D and A G and A C, D, E, F, G and A</p>	<p>Learn and explore 4 basic beat box sounds: Classic Kick (b, bm) • Classic Snare (pf, psh, pss) • Closed Hi hat (t) • The Clave click (clk)</p>
<p>Improvise Challenge 1: Sing, play and copy back. Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... G G and A G, A and B</p>	<p>Know that using one or 2 notes confidently is better than using 5. Use riffs from challenges while improvising. Using up to 3 notes... D D and E D, E and F</p>	<p>n/a</p>
<p>Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. staff notation and symbols. Make musical decisions about pulse, rhythm, pitch working together and shaping the composition with tempo, dynamics, texture and structure.</p>	<p>Choose from the notes: G, A and B or G, A, B, D and E Notation: recognise the connection between sound and symbol</p>	<p>Compose using the notes D, E and F Or D, E, F, G and A Notation: recognise the connection between sound and symbol</p>	<p>Compose own beatbox rhythms (using beat grid). Compose a catchy hook over 4 beats. Compose a rap verse.</p>

Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Compare to a previous performance.

Perform own rap song to an audience and record. Assess based on based on the agreed ‘three things that make a good musical performance’ which should include things like keeping in time with the beat, confidence and being well rehearsed so each member of the group knows what they are doing.

Year 5: Progression in Notation

Language: Recap Year 3 & 4

Year 3:



Treble Clef, Stave and Lines

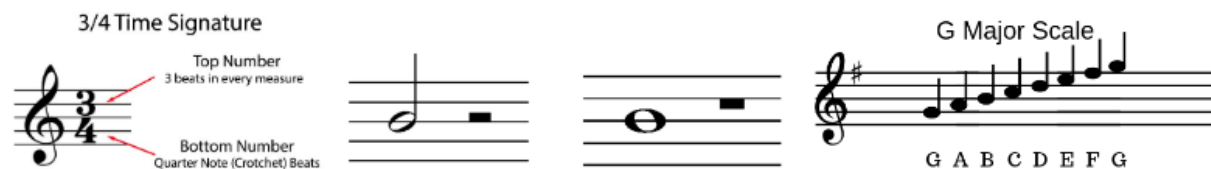
Bars

Minim

Crotchet & Rest

Minim and Rest

Year 4:



3/4 Time Signature

Top Number
3 beats in every measure

Bottom Number
Quarter Note (Crotchet) Beats

Minim and Rest

Semibreve and Rest

G Major Scale

G A B C D E F G

Year 5

Reading music: Read and perform a piece of music using notation with the notes written underneath for all notes.

Writing music: Write a piece of music on a staff using notes d, e and f.

Year 6

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

Year 6	6.1 Autumn 1 - Happy		6.2 Summer 1 Djembe Drumming (Course)
<p>Style of Main Song</p>	<p>Pop/Neo Soul</p>		<p>African Drumming</p>
<p>Unit Theme</p>	<p>Being Happy!</p>		<p>Understand the roots, context and cultural importance of music played on the Djembe in African society.</p>
<p>Listen and Appraise Musical dimensions to be identified in the song. Be able to talk about the Lyrics: what the song is about. Discuss how the music makes them feel. Use musical words when talking. Compare 2 similar songs – what are the musical similarities and differences? Know and talk about the fact we each have a musical identity.</p>	<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.) Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p>		<p>Pulse – the heartbeat of the music Rhythm – long and short sounds of pattern over the pulse Pitch – high and low sounds Tempo – the speed of the music Dynamics – how loud or quiet the music is Texture – layers of sound working together to make music interesting Structure – every piece of music has a structure (intro, verse, chorus etc.) Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p>
<p>Warm up Games Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. Play and copy back using up to 3 notes Bronze: A Silver: G and A Gold: G, A and B</p>		<p>Focus on the correct posture and playing position of each hand, creating the Open (High) tone by playing towards the outside of the drum skin and Bass (Low tone) by playing in the centre of the drum.</p>
<p>Playing Instruments (Easy part) -> (medium part) -> (melody) -></p>	<p>Play a part using symbols or by using notation. A and G A, G and B G, A, B, C, D and E</p>		<p>Play with increasing accuracy and awareness, incorporating dynamics, different rhythms and changes in tempo. Repeat after Me: Exercises with increasing difficulty – focus on listening skills and rhythmic accuracy. Call and Response: four rhythm patterns Exercises: Learn one complete piece.</p>
<p>Improvise Challenge 1: Sing, play and copy back.</p>	<p>Know that using one or 2 notes confidently is better than using 5.</p>		<p>Develop improvisation where pupils lead the group with their own rhythmic patterns.</p>

<p>Challenge 2: Play and improvise Challenge 3: Improvise! Bronze: Silver: Gold:</p>	<p>Use riffs from challenges while improvising. Using up to 3 notes... A G and A G, A and B</p>		
<p>Compose a simple melody using simple rhythms Learn different ways of recording compositions e.g. staff notation and symbols. Make musical decisions about pulse, rhythm, pitch working together and shaping the composition with tempo, dynamics, texture and structure.</p>	<p>Choose from the notes: G, A and B or G, A, B, C and E Notation: recognise the connection between sound and symbol</p>		<p>Compose a complete group piece in this unit using repeat after me and call and response techniques and their own rhythmic patterns.</p>
<p>Perform and Share The performance will include one or more of the following: Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance and record. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		<p>Record group performances and review. Discuss aspects that may need improving: rhythm, tempo, dynamics, structure, beginning and ending, leadership etc.</p>

Year 6 Progression in Notation

Language: Recap Years 3,4 & 5

Year 3:



Treble Clef, Stave and Lines

Bars


Minim

Crotchet & Rest



Minim and Rest

Year 4:


3/4 Time Signature



Minim and Rest **Semibreve and Rest**

G Major Scale



G A B C D E F G

Reading music: Read and perform a piece of music using notation without the notes written underneath for all notes.

Writing music: Write a piece of music on a staff using all notes.

Year 7

7.1 Autumn Term - Drumming Circles

Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale
<p>Purpose of the unit - Acquire Ensemble Skills</p> <p>Transition unit from primary that links to all previous elements of music and drumming/ singing are familiar from their KS2 experience. Ensuring students are comfortable performing music within their new class and re-emphasising and reteaching the key Musical Elements learnt at key stage 2, and developing an understanding of complex rhythms, poly rhythms and applying the elements of music with intent. In some instances, students will not have had the same</p>	<p>Listening and Appraising</p> <p>Aims of Study: The aim of the Year 7 music this unit is to reintroduce students to the fundamental elements of music that they learned in key stage 2. By listening to music from different styles and genres, students will develop essential listening skills, enabling them to analyse and appreciate music effectively.</p> <p>Elements of Music</p> <p>Dynamics:</p> <p>Talk about dynamics within a piece of music accurately, using both english (loud, soft, very loud, very soft) and italian terminology</p>	<p>Performing / Composition</p> <p>Aim of Study: Acquire knowledge of textures such as unison, monophonic, and polyphonic and apply the elements of music with intent. Through this, students will develop their understanding of rhythm and notation.</p> <p>Students will begin learning some basic rhythms that they will perform in unison, they will then develop an understanding of polyrhythms. They'll also learn how to talk about the notation and develop a secure understanding of the different note types: crotchet, minim, semibreve quaver and semiquaver.</p> <p>Students work towards composing a rhythm that is inspired by an animal's size, movement or</p>	<p>In this unit, students will be reintroduced to the elements of music from key stage 2, ensuring the retention of their definitions and examples. They'll establish their understanding by listening to a variety of excerpts from different styles and genres, focusing on how the elements are applied using the voice. Drumming is a natural starting point for Year 7 students as it will be familiar with rhythm regardless of their experience in music in KS2. It is a natural, inclusive starting point to explore the elements of music</p>

<p>music education as St Marks students so homework and “do now” activities are scaffolded to teach and challenge every student.</p> <p>Prior Learning</p> <p>Dynamics – how loud or quiet the music is</p> <p>Rhythm /Pulse – long and short sounds of pattern over the pulse (underlying beat)</p> <p>Tempo – the speed of the music</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p> <p>Instrument/ Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>New Learning</p> <p>Students will develop knowledge and understanding of how to apply the elements of music creatively using drums. Students will be introduced to a range of concepts such as <i>ostinato</i>, <i>polyrhythms</i>, <i>call and response</i>, <i>rounds</i>. These will stretch and challenge every student.</p> <p>To acquire knowledge of musical elements through drumming,</p>	<p>(piano, forte.)</p> <p>Rhythm/ Notation: describe <i>notation</i>, the names and length of notes and identify patterns in music. Review name’s of note types: <i>crotchet</i>, <i>minum</i>, <i>semibreve</i> <i>quaver</i></p> <p>Tempo: Accurately describe <i>tempo</i>, using basic <i>italian terminology</i>. (<i>lento</i>, <i>allegro</i>)</p> <p>Structure: Recall that <i>music is structured</i>, develop the skill of counting beats in a bar and composing music that is rhythmically correct. Explore classical forms of music like <i>binary form (AABB)</i>. <i>Call and response</i> will be applied to signal the start and the end of their compositions.</p> <p>Instrumentation/ Timbre: Explore how instruments sound when played together and describe the sound of the <i>djembe drums</i> in terms of pitch and character.</p> <p>Texture: Identify how many instruments are playing and describe how they’re interacting with each other (focus on <i>solo</i>, <i>unison</i>, <i>round</i>.)</p>	<p>nature by <i>applying elements of music with intent</i>.</p> <p>Performance</p> <p><i>Perform as a percussion ensemble in small groups/ whole class groups with accuracy.</i></p> <p><i>Consciously applying all elements of music when appropriate.</i></p> <p>Compose</p> <p><i>Students create their drum rhythms, warm ups.</i></p> <p><i>Demonstrating an understanding of beats, bars and duration.</i></p> <p>Music Theory Taught:.</p> <p><i>Students will acquire an understanding of note durations and pitch. Reading notes and note names. They’ll be introduced to the elements of music at a grade 1 level.</i></p> <p>Levels of challenge:</p> <ul style="list-style-type: none"> • Apply all three sounds in their rhythms creatively. • Apply complex texture such as polyrhythms and rounds to add interest. • Ensure sections A and B are contrasting by applying the elements of music purposefully. • Extended drumming techniques such as flams and double stokes. 	<p>Students will start off by learning various warm ups/ music games.</p> <p>When students acquire an accurate sense of rhythm, students will learn basic rhythms and combine them to create more complex polyrhythms. They’ll begin to develop their understanding of notation.</p> <p>Students will introduce students into structure and form through <i>call and response</i> and <i>binary form</i></p> <p>Throughout the term, students will work towards composing and performing a piece in small groups.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> • Apply the elements of music appropriately. • Compose a piece of music with other students. • Links to GCSE and A Level • Performance Skills • Theory Skills
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<p>understanding of how to talk about the elements of music and how to use them in their playing.</p> <p>Future Learning Links</p> <p>This unit will provide students with a solid foundation understanding of the elements of music and the expectations of listening, performing and composing in music.</p> <p>Students' understanding of the elements of music will develop as we explore them in different contexts, each unit will focus on specific elements of music as they're the key features of that genre/ instrument.</p> <p>The unit will introduce key vocabulary which will be used and built upon throughout the year.</p>			
7.2 Spring Term - Introduction to Keyboard Skills			
Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale

<p>Purpose of Unit - Acquire Keyboard/ Composition Skills</p> <p>Prior Learning Recall elements of music from unit 7.1 Develops performing skills from 7.1 Develops composition skills from 7.1 with extra steps and elements of music being considered such as style and pitch.</p> <p>New Learning Keyboard Skills - Acquire important skills that are required to read, perform and compose music such as two hand playing, finger techniques, and composing basic melody.</p> <p>Build an understanding of music theory, melody, timbre, texture, pitch and notation.</p> <p>Learning and performing more increasingly complex songs from a range of styles (traditional, folk, classical, sea shanties, film scores). Students will also develop an understanding of Melody (up and down) and how to describe the shape and direction of melodic movement (leap or step).</p> <p>Future Learning Links This unit will provide students with the knowledge required to play the keyboard effectively and successfully. As students</p>	<p>Listening and Appraising Aim of Study: Introduce students to range of great composers and engage students with the Traditional Western Classical era (1650-1910) Students will make progress in being able to talk about the elements of music when listening to various styles of music and start to critically think about their application.</p> <p>Elements of Music Acquire a deeper understanding of the elements of music throughout the unit and apply these into a performance.</p> <p>Dynamics Talk about dynamics within a piece of music accurately, using italian terminology (pianissimo, piano, mezzo piano/ forte, forte fortissimo). Start to recognise dynamic markings on sheet music and critically think about how dynamics impacts the feel of the music.</p> <p>Rhythm/ Notation Revise and describe the names and length of notes from Autumn term and identify patterns in music and count beats of a bar in 3 /4 and 4 /4 music.</p> <p>Structure: Explore structure by identifying musical phrases.</p> <p>Melody Describe the melodic movement of 5 note songs. (ascending, descending, step or leap)</p> <p>Tempo</p>	<p>Performing / Composition Aim of Study: Acquire knowledge of the correct finger system and how to apply that to performance. Students will begin by learning the 5 finger system on their right hands. They'll learn to play the 5 note songs they learnt in the previous unit. Students then move onto developing their keyboard skills by playing scales and songs with two hands. Each piece introduced to the students will develop the skill that they're focusing on in that lesson. They'll then pick a song to rehearse and practise in depth for their final performance.</p> <p>Performance: Perform songs expressively and accurately, developing the correct finger systems</p> <p>Compose: Create short musical phrases that make sense stylistically and demonstrate an understanding of tonality and melodic shape.</p> <p>Music Theory: Revisit major scales (C major), students will be able to identify major tonality and link it to sounding "happy". In this unit they'll also be introduced to G major and E minor scales. Students will be able to hear "sadder" feelings within music that has a minor tonality. Students will develop an understanding of note durations and pitch. Reading notes and note names and memorising their position in treble clef on the staff.</p> <p>Levels of challenge:</p>	<p>In this unit, students will revisit their prior learning from their primary school education and the previous unit and be introduced to the keyboard/ piano through listening activities. It is important to introduce students to a range of instruments throughout KS3 in order to teach a broad and ambitious curriculum.</p> <p>Students will start this unit by being introduced to the 5-finger system and learn the same songs they sang/ hummed as warm ups in the previous unit on keyboard. From here, students will be able to develop a two-handed playing technique, strengthening their understanding of notation and the elements of music. Students will be introduced to the basic principles of music notation and scales and how to apply these through performance.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> ● Notation and Treblef ● 5 Finger system ● Keyboard skills ● Two hand playing ● Sharp and Flat notes <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> ● Performance Skills ● Theory Skills
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<p>continue to use the keyboard in future units, they'll develop these skills and the instrument will no longer be a barrier to learning. This unit also builds on the students understanding of rhythm from 7.1 and applies the concept of pitch and knowledge of the musical staff. Structure, pitch and melody will be built upon in 7.3</p>	<p>Review and embed tempo, reinforcing the use of basic Italian terminology. (lento, andante, allegro and presto). Instruments: Identify different keyboard instruments and describe how they're being played (piano, harpsichord, keyboard sounds) (Staccato/ Legato) Texture: identify how many instruments are playing and describe how they're interacting with each other (focus on homophonic and melody and accompaniment) Harmony: review and consolidate identifying and naming intervals that sound (Consonant). Apply harmony to performance by learning to play chords.</p>	<ul style="list-style-type: none"> • Melody in both hands (unison) • Melody in right and root note in left. • Melody in right and chords in left • Removing note names from the scores allowing students to use their understanding of the staff to read music. 	
<p>7.3 Summer - Introduction to Ukulele Skills</p>			
<p>Curriculum Content</p>	<p>Progression in Listening/ Appraising and the Elements of Music</p>	<p>Progression in performing/composing</p>	<p>Rationale</p>
<p>Purpose of Unit - Acquire Ensemble Skills</p>	<p>Listening and Appraising</p>	<p>Performing / Composition</p>	<p>In this unit of work, students get a 3 lesson introduction to the ukulele, they'll acquire the skills and knowledge required to play a</p>

Prior Learning

ALL elements of music recapped in 7.1 and finger systems and pitch/ stave notation from 7.2

New Learning

Broaden musical skills and musical experience by introducing students to the ukulele and other string instruments (challenge). They'll then form ensembles playing ukuleles and learn a song as an ensemble with a focus on harmony and chords.

This understanding of what a chord is and how it works within a song will then be applied on the keyboard to build on their keyboard skills from last term.

Students acquire knowledge that develops their understanding of timbre/ articulation (strummed or plucked), melody and harmony.

They'll be applying prior learning and knowledge to a new instrument. Students will return to the keyboards and apply their understanding of major and minor triads onto the keyboard

Future Learning Links

This unit will provide students with knowledge of string instruments such as guitars, bass guitars and ukuleles which will allow students to use them in future

Aim of Study: Year 7 pupils will have explored the meaning of the elements of music across key stage 3, and they'll be able to identify and explain how they're used within a range of styles of music and analyse the impact an element of music has on the listener, Critically listening to various styles of music and identify the use of the elements of music

Elements of Music

Acquire skills to compare and analyse the elements of music within pieces throughout the unit and learn to apply these into a performance.

Dynamics

Talk about dynamics within a piece of music accurately, using Italian terminology (pianissimo, piano, mezzo piano/ forte, fortissimo). Start to recognise dynamic markings on sheet music and critically think about how dynamics impacts the feel of the music. Applying them to performances with intent and purpose.

Rhythm/ Notation

Revise and describe the names and length of notes from Autumn and Spring and perform and compose strumming patterns

Structure:

Explore various structures used within Pop and Folk Music (Binary Form/ verse and chorus)

Melody

Aim of Study: Acquire knowledge of the correct instrument techniques on the Ukulele and how to compose descriptively.

Students will recap chords and tonality (major and minor chords)

Students will begin by learning four chords on the ukulele. These chords are I V VI and IV which will be revisited in year 9.

Students then move onto developing their fine motor skills further by learning melody and how to read Tablature notation.

Performance

Perform chord progressions on the ukulele as a whole class throughout the unit of work and students will also have the opportunity to perform as a small ensemble, singing over the top (lesson 2 and 4)

Compose

Understand how to apply the elements of music with intent such as dynamics, rhythm and texture.

Music Theory:

Revisit major scales (C major). Students will be able to identify major chords and link it to sounding "happy" and minor chords and link it to sounding "sad".

Students will develop an understanding of note durations and pitch, exploring tab on stringed instruments such as the ukulele and guitar. Reading notes and note names and memorising their position on the stave.

The students will also explore how to build basic harmony with major and minor triads and explore how lowering 1 note can change the mood of a chord.

common pop chord progression. Students will demonstrate their learning by performing alongside a "play along" style video at the end of each lesson, Some will be able to sing along once they master the chord progression too.

This unit demonstrates the ukulele as an instrument that can be played as an accompanying instrument and provide students with an understanding of melody and accompanying texture. Students who are able to learn the ukulele are able to move onto a guitar to challenge themselves further.

Students start this unit by recapping the definition chords and tonality, followed by activities that allow students to explore and learn chords I V VI and IV from the C major scale on the ukulele from the C major scale; they will have played this scale during unit 7.2.

From here, students then begin to form small ensembles using various instruments giving students the opportunity to create music using ukuleles/ guitars, keyboards and singing.

Throughout the term. students demonstrate their understanding of elements of music by applying them when it is marked in the music and develop their listening skills as they're learning and performing in pairs/ small ensembles.

<p>units such as 8.3. Harmony, melody timbre and texture are all built upon in 8.1 as students explore the instruments of the orchestra and more styles of classical music, which they would have been introduced to in 7.2</p> <p>All the elements of music are built upon throughout the year as they're applied in lesson</p>	<p>Describe the melodic movement of 5 note songs. (ascending, descending, step or leap) They'll continue to describe the melodies in Step and Leap.</p> <p>Tempo Review and embed tempo, reinforcing the use of basic italian terminology. (lento, andante, allegro and presto). Develop the skill or practice slowly and build up the tempo to increase accuracy.</p> <p>Instruments: Learn about the Ukulele, how it's played, describe its sound and explain its parts accurately.</p> <p>Texture: identify how many instruments are playing and describe how they're interacting with each other (focusing and melody and accompaniment/ thick and thin)</p> <p>Harmony: recap the definition of this element of music and develop their understanding of chords and tonality through playing a pop song chord progression</p>	<p>Levels of challenge:</p> <ul style="list-style-type: none"> • Playing the chord progression fluently • Composing and playing the melody fluently • Incorporating singing, and playing chords while you sing. • Performing in an ensemble as a team member <p>Performing in an ensemble as a leader</p>	<p>Key Learning points:</p> <ul style="list-style-type: none"> • Chord progressions • Instrument Skills • Treble Clef and Tab • Applying the elements to add expression. • Playing accurately and confidently as an ensemble <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> • Performance Skills • Theory Skills • Using the elements of music and analysing the impact they have on the listener.
<p>Year 8</p>			
<p>8.1 - Autumn Term - Instruments of the Orchestra</p>			
<p>Curriculum Content</p>	<p>Progression in Listening and Appraising</p>	<p>Progression in performing/composing</p>	<p>Rationale</p>

<p>Purpose of the unit - Develop understanding of keyboard skills</p> <p>The purpose of this unit is to reintroduce students to the keyboard and reinforce the correct playing technique. Through this unit students will explore the instruments of the orchestra and develop an understanding of how instruments are categorised and how they produce sound. Students will also be able to discuss the different instruments timbre.</p> <p>Prior Learning</p> <p>Recall elements of music and knowledge of how they're applied from units 7.1/7.2/7.3</p> <p>Recall keyboard skills and knowledge such as pitch/ notation from 7.2</p> <p>New Learning</p> <p>Students will develop their understanding of how to apply the elements of music through listening activities. Students will develop an understanding of how instruments that they can identify in music produce sound. Students will be introduced to a range of concepts such as instrument specific playing techniques, staccato/ slurred phrases, pizzicato/ arco.</p> <p>Future learning links</p> <p>This unit builds on students' understanding of melody, instrumentation/ timbre and keyboard</p>	<p>Listening and Appraising</p> <p>Aims of Study: Year 8 pupils should be re-introduced to the meaning of the elements of music from year 7, listening to music in a range of styles for context, explaining the use of the elements of music with increasing accuracy. Students will begin learning about the different family groups and discuss the timbre of each instrument Strengthening their understanding of pitch by learning that smaller instruments produce higher pitch sounds.</p> <p>Elements of Music</p> <p>Dynamics:</p> <p>Talk about dynamics within a piece of music accurately, using italian terminology more frequently and accurately. (<i>pianissimo, piano, mezzo piano/ forte, forte, fortissimo</i>)</p> <p>Rhythm/ Notation:</p> <p>Explain notation clearly and accurately, exploring more complex time signatures such as 3/4 and 6/8</p> <p>Tempo:</p> <p>Accurately describe tempo, using basic italian terminology. (<i>lento, andante, allegro and presto</i>)</p> <p>Structure:</p> <p>Develop their understanding of structure. Explore classical forms of music like binary form (AABB). Ternary form (ABA).</p> <p>Instrumentation/ Timbre:</p> <p>Explore how instruments of the orchestra produce their sound and describe the timbre,</p>	<p>Performing / Composition</p> <p>Aim of Study: Develop knowledge of playing an instrument from 7.2 and broaden their understanding of different styles of music. Students work towards performing a piece of music exploring how the timbre instruments change the mood of the piece.</p> <p>Performance:</p> <p>Perform a piece expressively with the correct technique, exploring how the timbre changes with different instruments of the orchestra.</p> <p>Music Theory Taught:</p> <p>Students will develop their time signatures by exploring 3/4 and 4/4 pieces Reading notes and note names. They'll be introduced to the concepts of Staccato, Legato, Arco Pizzicato</p> <p>Levels of challenge:</p> <ul style="list-style-type: none"> Describe the timbre of instruments accurately using high level vocabulary. Perform pieces accurately and confidently on the keyboards. Develop two handed technique by performing melody in both hands/ melody and root note/ chords. 	<p>This unit is designed to reintroduce students back to the keyboard and recall all the knowledge that they acquired last year.</p> <p>Understanding the different instruments of the orchestra will broaden students' understanding of instruments and musical history. By studying the instruments, students can learn about the different sounds they produce and how they can be combined to create different timbres. This helps students to develop a deeper understanding of musical element timbre and texture, which are important concepts in music.</p> <p>Studying instruments of the orchestra can help students develop their listening skills. They can learn to identify the different instruments and the sounds they produce.</p> <p>Students will explore the instruments of the orchestra as an introduction to the musical style of classical music. Through this they'll learn about the instruments, how they produce sound and discuss their timbre and playing techniques. They'll perform pieces of classical music that have binary and ternary structures.</p> <p>These pieces will have different levels of challenges and students will continue to develop their understanding of notation by reducing the amount of notes named on sheet music.</p>
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<p>skills. These skills link to the future units.</p> <p>Students will be applying their understanding of melodic movement in 8.3 when they compose short melodic riffs and they'll apply the knowledge of the instruments of the orchestra in future composing units like 9.2.</p> <p>Students will also gain a good understanding of common structures and chord progressions in this unit. They'll use the structures binary and ternary in 9.3 and 10.1. Students' understanding of chord progressions will be developed in 8.2 and 8.3 and revisited in 9.1 and 9.2 when they compose their own compositions.</p>	<p>comparing instruments of different sizes and families.</p> <p>Texture:</p> <p>Recall unison and perform in pairs and develop their understanding of melody and accompaniment.</p> <p>Students will experiment with different textures while performing and developing ideas.</p> <p>Harmony:</p> <p>Students will understand that classical music often uses chords I and V of a scale.</p>		<p>This unit is 3 lessons long and links into the next 3 lesson unit that explores a classical structure Theme and Variation.</p> <p>Throughout the term, students will work towards composing and performing a piece in small groups.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> Apply the elements of music appropriately. Compose a piece of music with other students. <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> Performance Skills Theory Skills
<p>8.2 - Autumn Term - Theme and Variation</p>			
<p>Curriculum Content</p>	<p>Progression in Listening and Appraising</p>	<p>Progression in performing/composing</p>	<p>Rationale</p>
<p>Purpose of the unit - Develop understanding of melodic composition</p> <p>The purpose of this unit is to develop students' understanding of classical music beyond identifying instruments from 8.1. Students will explore common structures found in classical music, binary/ ternary/ rondo and theme and</p>	<p>Listening and Appraising</p> <p>Aims of Study: Year 8 pupils should be re-introduced to the meaning of the elements of music from year 7, listening to music in a range of styles for context, explaining the use of the elements of music with increasing accuracy. Students will begin learning about the structure theme and variation and listen to various examples and</p>	<p>Performing / Composition</p> <p>Aim of Study: Develop knowledge of playing an instrument and broaden their knowledge of composition by targeting specific elements of music and exploring how they can manipulate the elements of music to compose new ideas.</p> <p>Performance:</p> <p>Students will learn a theme and then apply various elements of music, accurately explaining</p>	<p>This unit will develop the students' understanding of classical music and the elements of music.</p> <p>Binary, Ternary, Rondo, Canon and Theme and variation are key structures that are used in many styles of music, including classical, folk, and popular music. By studying common structures, students can develop a deeper understanding of how music is</p>

<p>variation. This unit allows students to develop pre existing themes like they did in 7.2 and then manipulate the elements of music with intent to create imaginative and fluent variations.</p> <p>Prior Learning Students will have acquired an understanding of the elements of music and will be able to define them confidently in 7.1 - 7.3 Students will be able to identify classical music and the instruments found in a classical orchestra (8.1) when listening to the Funeral March by Gustov Mahler</p> <p>New Learning Students will develop their understanding of how to apply the elements of music with a purpose. Students will creatively extend short themes and write about how they changed the elements of music to add variation. This allows students to demonstrate their understanding and explain what they have done to the main theme Students also learn that classical music often uses the 1st and 5th chords of the scale.</p> <p>Future learning links</p> <p>Students' understanding of classical music will be recalled in units 9.3 and 10.1. Students' knowledge of chords and their</p>	<p>discuss how the elements of music have been manipulated.</p> <p>Elements of Music</p> <p>Dynamics: Identify dynamic changes in music and apply dynamic changes to a piece of music to achieve a desired impact and accurately explain their choices, using Italian terminology (pianissimo, piano, mezzo piano/ forte, forte. fortissimo)</p> <p>Rhythm/ Notation: Identify simple and complex time signatures within music. Apply variations to rhythm by adding notes to a melody/ removing notes from a melody. Some students will explore changing the time signature.</p> <p>Tempo: Accurately describe tempo, using basic italian terminology. (Lento, andante, allegro and presto).</p> <p>Structure: Recall Binary/ Ternary form Explore rondo, theme and variation to a piece of music, explaining how the music is developed.</p> <p>Instrumentation/ Timbre: Apply knowledge from the previous unit and continue to develop their understanding of timbre.</p> <p>Texture: Recall unison and perform in pairs and develop their understanding of melody and</p>	<p>what they've changed. Students will perform a piece short musical phrases and combine them to compose structures.</p> <p>Compose: Demonstrate their understanding by composing their own short melodic phrases and build up a piece of music that is in either binary, ternary or rondo form..</p> <p>Music Theory Taught: Students will develop their time signatures by exploring 3/4 and 4/4 pieces Reading notes and note names Explore structure and composition techniques..</p> <p>Levels of challenge:</p> <ul style="list-style-type: none"> • Compose music that uses both left and right hand correctly. • Compose creative and stylish ideas that are original. • Apply a rondo structure within the theme and variation piece by revisiting the main theme after each variation. 	<p>organised and structured. They can learn to recognise the different sections of a piece and how the elements of music were adapted to achieve the different variations.</p> <p>Students develop their listening skills. They learn to identify the theme or melody of a piece and then listen for the different sections and analyse how the elements of music have been manipulated.</p> <p>Students can also develop their composition skills. They learn how to take a simple melody or theme and create variations that explore different musical ideas. This encourages them to be creative and to think outside the box when composing their own music.</p> <p>They learn to analyse the different variations and how they relate to the original theme. This encourages them to think critically about the music they are studying and to develop their ability to discuss the elements of music</p> <p>This unit is 3 lessons long that concludes the terms focus, classical music. It continues to develop students' understanding of notation as students will be writing and reading notation on a staff and applying the elements of music throughout.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> • Apply the elements of music appropriately.
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<p>relationship with key signatures will be developed in 8.2 and 8.3. Students' knowledge of pitch and notation is going to be built on in 8.2 as bass clef is introduced.</p>	<p>accompaniment. Students will experiment with different textures such as melody and accompaniment while performing and developing ideas.</p> <p>Harmony: Students will understand that classical music often used chords I and V of a scale. Students know these (C major and G major) and will build a link between the chords and scales they learnt in year 7.</p>		<ul style="list-style-type: none"> • Compose a piece of music with other students. <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> • Performance Skills • Theory Skills
<p><u>8.3 - Spring Term - The Blues</u></p>			
Curriculum Content	Progression in Listening/ Appraising and the Elements of Music	Progression in performing/composing	Rationale
<p>Purpose of the unit - Develop understanding of Ensemble performance and Keyboard Skills</p> <p>The purpose of this unit is to explore key elements of music/ key features found in the Blues and practise them in their performances/ compositions. Students develop their understanding of the elements, developing the vocabulary and ability to analyse and talk about them when listening to, performing and composing music.</p> <p>Prior Learning Students will have acquired an understanding of the elements of music</p>	<p>Aim of Study: Develop students their understanding of elements of music across key stage 3, and they'll be able to identify and explain how they're used within the blues. They'll be able to identify instruments used in Blues and early Rock and Roll, identify a walking bass and chord changes within the 12 bar blues structure.</p> <p>Elements of Music</p> <p>Dynamics As taught in previous unit 8.2, using Italian terminology frequently..</p> <p>Rhythm/ Notation Recall notation and perform and compose interesting rhythm patterns</p>	<p>Aim of Study: Acquire knowledge of the Blues and develop an understanding of key features of the blues, such as 12 bar blues structure, walking bass, improvisation, primary chords.</p> <p>Students will recap chords and tonality (major and minor chords)</p> <p>Students will begin by learning about the primary chords. These chords are I IV V. Students will make a link between the chords they've played before and the scale/ key signature.</p> <p>Students then develop their keyboard skills by practising the 12 bar blues chord progression, developing their fine motor skills further by learning walking bass patterns with their left hand.</p> <p>Music Theory: Revisit major scales (C major). Students will be</p>	<p>The blues provides a rich opportunity for students to develop their understanding of various musical elements, such as melody, harmony, rhythm, and improvisation. Students can explore the twelve-bar blues form, blues scales, call-and-response patterns, and the use of specific instruments like the guitar, harmonica, and piano. This exposure to different musical techniques enhances their musical vocabulary and widens their creative possibilities.</p> <p>In this unit of work, students will revisit their prior learning from previous learning, especially relating to chords/ harmony and structure which is built on by introducing the concept of the primary chords. These are the most used chords when using a major key. Learning to perform the 12 bar blues, a</p>

<p>and will be able to explain them confidently in 7.1 - 7.3 and develop them in 8.1 and 8.2. These will be revisited and recalled in this unit of work as students develop their ability to analyse and perform music.</p> <p>Students will also have an understanding of what chords from 7.3 are and they'll be developing this, exploring the primary chords I IV and V.</p> <p>New Learning</p> <p>Students will understand the importance of the primary chords in music and start to understand that each note of a scale can be turned into a chord, which are numbered 1 - 7. They'll develop this learning by exploring the Blues and the key features common to the style such as the 12 bar blues structure, walking bass using chord tones, improvisation and riff.</p> <p>Future Links</p> <p>Their understanding of the primary chords is developed in 8.4 when they explore the relative minor used in pop music.</p> <p>Students will develop an understanding of what the blues sounds like and some of its key features which is revisited in ks4 as an area of study. The unit introduces the DAW which will be frequently used in year 9 as students prepare themselves to be able compose to a high standard</p>	<p>Structure: Explore the 12 bar blues structure, identifying chord changes.</p> <p>Melody Develop knowledge of scales to enable improvisation.</p> <p>Tempo As taught in previous unit 8.2, using Italian terminology frequently..</p> <p>Instruments: As taught in previous unit 8.2, identify instruments they can hear with increasing accuracy.</p> <p>Texture: As taught in previous unit 8.2, using musical terminology frequently. Continue to explore melody and accompaniment taught in 7.3 by identifying the instruments that play each aspect.</p> <p>Harmony: Develop their understanding of chords, using terminology such as triad and introduce the concept of primary chords I IV and V</p>	<p>able to identify major chords and link it to sounding "happy" and minor chords and link it to sounding "sad", exploring the importance of chords I IV and V as primary chords. This builds on students understanding of the importance of chords I and V from 7.2</p> <p>Levels of challenge:</p> <ul style="list-style-type: none"> • Playing the chord progression fluently • Composing and playing the melody fluently • Incorporating singing, and playing chords while you sing. • Performing in an ensemble as a team member <p>Performing in an ensemble as a leader</p>	<p>walking bass. Students will also be introduced to the DAW software that is used to compose music in ks4. The blues is a good platform to introduce this as the students work is influenced by a set structure, allowing students to explore the new software effectively</p> <p>Students will explore the history of the Blues and understand how the Blues developed and influenced other genres</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> • Chord progressions • Instrument Skills • Treble Clef and Bass Clef • Applying the key features of the Blues in performance and composition. • Playing accurately and confidently as an ensemble <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> • Performance Skills • Theory Skills • Using the elements of music and analysing the impact they have on the listener.
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8.4 - Summer Term 1- 4 Chord Songs

Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale
<p>Purpose of the unit</p> <p>Develop understanding of Ensemble and composition through popular music.</p> <p>The purpose of this unit is to build one the students' understanding of harmony from 8.3, structures and texture. These elements are so important that they're one of the main focuses of year 8.</p> <p>Popular music is an area of study in all KS4 exam boards. Studying familiar pop music allows students to identify and explain the use of the elements of music used in familiar music.</p> <p>Prior Learning</p> <p>Students will have acquired an understanding of the elements of music throughout year 7 and 8. Students will understand basic harmony, triads and their relationship with the scales that they've been practicing each unit. They'll use keyboard skills that were acquired in 7.2 and developed in 8.1 and 8.2</p> <p>New Learning</p> <p>Students will explore a new harmony progression used in most modern pop</p>	<p>Aims of Study: Broaden students' understanding of the elements of music within unfamiliar styles of music.</p> <p>Elements of Music</p> <p>Dynamics: Talk about dynamics within a piece of music accurately, using italian terminology (pianissimo, piano, mezzo piano/ forte, forte, fortissimo) Discuss the dynamics of singular instruments.</p> <p>Rhythm/ Notation: Explain notation clearly.</p> <p>Tempo: Accurately describe tempo, using basic italian terminology. (lento, andante, allegro and presto) understand when it is appropriate to describe tempo using italian terminology and english terminology.</p> <p>Harmony identifying the chord changes and tonality within songs.</p> <p>Instrumentation/ Timbre: Explore how instruments used in pop music sound, describing timbre..</p> <p>Texture: Recall unison and perform in pairs and develop their understanding of melody and accompaniment.</p>	<p>Aim of Study: Develop students musicianship and skills on an instrument. Perform music stylistically, broadening their understanding of harmony and music is composed.</p> <p>Students begin by recapping the concept of primary chords learnt in 8.3 and explore the idea of relative minor.</p> <p>Students learn to play the chord progression and a bassline using the chords I V IV VI. Just like in unit 8.3, students continue to make a link between the chords they've played before and the scale/ key signature.</p> <p>Music Theory: Revisit major scales (C major). Students will be able to identify major chords and link it to sounding "happy" and minor chords and link it to sounding "sad", exploring the relative minor and the use of chords I, V, IV and VI in modern pop music.</p> <p>Levels of challenge:</p> <ul style="list-style-type: none"> • Playing the chord progression fluently • Composing and playing interesting rhythms fluently. • Incorporating singing, and playing chords while you sing. • Performing in an ensemble as a team member <p>Performing in an ensemble as a leader</p>	<p>This unit builds on the students' understanding of harmony, developing their prior learning of chords I and V in classical music, and the primary chords in Blues music. This unit introduces the relative minor chord.</p> <p>In the sequence of learning this allows students time to recall and embed knowledge of harmony in small chunks. This leads into unit 9.1 where students explore reggae, another genre that commonly uses chords I V IV and VI.</p> <p>By the end of year 8 students would be able explain what harmony is and how triads are built on the keyboards. They'll also be able to explain how chords, basslines and melodies are composed from a set of notes called a key signature.</p> <p>This unit also develops students' performances and ensemble skills, being able to play to a certain tempo, with multiple instruments playing different parts.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> • Chord progressions • Instrument Skills • Treble Clef and Bass Clef

<p>music. They've learnt three chords before in unit 7.3 however this unit explores their importance. Students explore popular music and analyse their chord progression, discovering a reliance on the primary chords and the relative minor. Students then form small band ensembles and learn separate parts on a range of instruments.</p>	<p>Harmony: Students will be able to identify chord changes within the pop song chord progression</p>		<ul style="list-style-type: none"> Applying the key features of the Blues in performance and composition. Playing accurately and confidently as an ensemble <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> Performance Skills Theory Skills Using the elements of music and analysing the impact they have on the listener.
<p>Year 9</p>			
<p>9.1 - Autumn Term - Key Signatures/ Reggae</p>			
Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale
<p>Purpose of the unit The purpose of this unit is to refine students' keyboard skills and knowledge of a DAW. Through this unit students will explore key features of reggae and refine their understanding of music theory, understanding the concept of key signatures and explaining what notes/chords are in a major key signature.</p> <p>Prior Learning Recall elements of music and knowledge of how they're applied from all previous units. Recall keyboard skills and knowledge such as pitch/ notation from 7.2 and</p>	<p>Listening and Appraising Aims of Study: Year 9 pupils should be confident in defining the elements of music, listening to music in the style of reggae , explaining the use of the elements of music with increased sophistication and accuracy.. Students will reinforce their understanding of music theory, learning about, and using key signatures accurately in composition.</p> <p>Elements of Music Dynamics: Talk about dynamics within a piece of music accurately, using italian terminology accurately Rhythm/ Notation:</p>	<p>Composition Aim of Study: Students compose a piece of music applying a binary or ternary structure. The compositions will demonstrate the students understanding of key signatures, accurately using chords that belong in the key that they have chosen. The compositions will also use key features of reggae.</p> <p>Music Theory Taught: Students are introduced to the concept of key signatures and reinforce their understanding of rhythm by listening to and composing off beat and syncopated rhythms found in reggae.</p> <p>Levels of challenge:</p>	<p>This unit is a composition based unit that will allow students to demonstrate the understanding of new learning through their creations.</p> <p>Studying the concept of a key signature and remembering how many major and minor chords will reinforce students' understanding of tonality and how music is composed. Students also spend the term developing their understanding of a DAW, allowing them to produce high quality music that is unique to them.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> Key signatures have 7 notes

<p>recall their knowledge of primary and relative minor chords from 8.3 and 8.4. Students will also recall their understanding of a DAW.</p> <p>New Learning</p> <p>Students will compose a piece of music throughout the term, demonstrating their understanding of key signatures and key features of reggae by applying them in their compositions. Students will explain an understanding of scales and understand that different songs are composed using different key signatures, their compositions will be in one of four key signatures studied. Students will be introduced to a genre Reggae, and apply the key features, such as off beat, arpeggiated and syncopated basslines, to their composition</p> <p><u>Future learning links</u></p> <p>This unit builds on students' understanding of the elements of music that will be referred to in future units. Students will be applying their understanding of key signatures in 9.2 when they compose film music.</p>	<p>Explain and read notation clearly and accurately, exploring more complex time signatures such as 3/4 and 6/8</p> <p>Tempo:</p> <p>Accurately describe tempo, using basic italian terminology. (lento, andante, allegro and presto)</p> <p>Harmony:</p> <p>Students will recall and apply primary chords and the relative minor. Reinforce their understanding of scales and learn how major scales are constructed, how many major and minor chords are in a key signature and define diminished.</p>	<ul style="list-style-type: none"> Describe music using the elements of music, making links between different elements. Compose a piece of music that is stylistic and developed. Demonstrate two handed technique and knowledge of a DAW to compose high quality music. 	<ul style="list-style-type: none"> Each note can be turned into a chord. Major chords have a major 3rd interval while a minor chord has a minor 3rd interval Off beat rhythms are patterns that are played between the beats Syncopation combines rhythms that are on and off beat <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> Performance Skills Theory Skills
<p>9.2 - Spring Term - Film Music</p>			
<p>Curriculum Content</p>	<p>Progression in Listening and Appraising</p>	<p>Progression in performing/composing</p>	<p>Rationale</p>

Purpose of the unit

Students explore the **important role music plays in film**. They will study and apply specific techniques used in film music, such as **leitmotifs and dramatic ostinatos** and recall their **understanding of the instruments of the orchestra**.. This unit is a DAW based unit and students will continue to become confident using the software.

Prior Learning

Students will have acquired an **understanding of the elements of music and will be able to explain them confidently, applying them with intent**.

Students will be able to identify classical music and the instruments found in a classical orchestra (8.1) and discuss how instruments can impact the mood of a piece.

New Learning

Students will develop their understanding of **how to apply the elements of music with a purpose**. Students will learn to compose music using traditional composition techniques, composing it to match a film clip, exploring different film music techniques that composers use. This allows students to demonstrate their understanding and **explain how the elements of music have been applied to match the scene**.

Listening and Appraising

Aims of Study: Year 8 pupils should be re-introduced to the meaning of the **elements of music from year 7**, listening to music in a range of styles for context, explaining the use of the elements of music with **increasing accuracy**. Students will begin learning about the **structure theme and variation** and listen to various examples and **discuss how the elements of music have been manipulated**.

Elements of Music

Dynamics:

Identify dynamic changes in music and apply **dynamic** changes to a piece of music to achieve a desired impact and **accurately explain** their choices dynamics to enhance the impact of **tension and release**.

Tempo:

Apply their understanding of tempo, matching the pace of their compositions to the pace of the action in the scenes.

Structure:

Using their knowledge of form and structure, students will compose pieces that fit within the complex framework of film music, ensuring coherence and development.

Instrumentation/ Timbre:

Apply knowledge from the previous unit and continue to develop their understanding of timbre, reflecting on how instruments can impact the mood of scenes.

Performing / Composition

Aim of Study: **Develop knowledge of a DAW (8.3,8.4)** and broaden their knowledge of composition by **targeting specific elements of music and exploring how they can manipulate the elements of music to compose music that matches a scene from a film**.

Performance:

Students will perform leitmotifs from film characters and manipulate the elements of music to imply a different scene/ scenario. **accurately explaining what they've changed**. Students will demonstrate a high quality level of keyboard skills.

Compose:

Students compose short pieces of film music using composition techniques explored in the lesson, using the elements of music to create an appropriate mood.

Levels of challenge:

- Compose music that uses both left and right hand correctly.
- Compose creative and stylish ideas that are original.
- Explore different key signatures and advanced harmony such as suspended chords/ arpeggiated rhythms.

This unit will develop the students' understanding of classical music, the elements of music and their understanding of the DAW.

Music in film is a powerful tool and students will realise how the music in a film can impact the entire purpose of the scene. By playing and composing leit students refine their understanding of melody and tonality

This unit integrates technology with traditional composition skills, preparing students for contemporary music production and enhancing their understanding of music's role in multimedia.

Key Learning points:

- Apply the elements of music appropriately.
- Compose a piece of music apply traditional composition techniques
- Develop understanding of the DAW and keyboard.

Links to GCSE and A Level

- Performance Skills
- Theory Skills

<p>Future learning links</p> <p>Students' understanding of classical music will be recalled in 10.1. Students' knowledge of chords and their relationship with key signatures will be developed in 9.1 Students' will be composing music to a brief, this is what they'll be required to do in GCSE Music</p>	<p>Texture:</p> <p>Students will explore how textures can enhance the mood of music, solo music can symbolise loneliness or reflection whereas thick textures can symbolise chaos or action.</p> <p>Harmony:</p> <p>Students will apply their understanding of tonality to compose music that reflects the emotional tone and narrative arc of a scene.</p>		
<p>9.3 - Summer Term – Genre Studies</p>			
Curriculum Content	Progression in Listening and Appraising	Progression in performing/composing	Rationale
<p>Purpose of the unit</p> <p>In-depth exploration of various music genres, including their historical and cultural contexts. Students will analyse and perform pieces of music from each genre studied. This unit broadens students' musical horizons and develops their ability to perform in diverse styles. Students refine their understanding of the elements of music, refining their vocabulary and ability to analyse and talk about them when listening to and performing music.</p> <p>Prior Learning</p> <p>Students will have acquired an understanding of the elements of music and will be able to explain them confidently in 7.1 to 8.3 as part of a</p>	<p>Aim of Study: Develop students their understanding of elements of music across key stage 3, and they'll be able to identify and explain how they're used within the blues. They'll be able to identify instruments used in Blues and early Rock and Roll, identify a walking bass and chord changes within the 12 bar blues structure.</p> <p style="text-align: center;">Elements of Music</p> <p style="text-align: center;">Dynamics</p> <p>Refine students understanding of dynamics from previous learning and apply it into their practices.</p> <p style="text-align: center;">Rhythm/ Notation</p> <p>Recall notation and perform pieces accurately.</p>	<p>Aim of Study: Perform pieces from various genres, focusing on genre-specific techniques and interpretation.</p> <p>Students will recap chords and tonality (major and minor chords)</p> <p>Students will begin by learning about the concept of extended chords, linking this to their understanding of key signatures. These chords are I IV V. Students will make a link between the chords they've played before and the scale/ key signature.</p> <p>Students then develop their instrument skills by practising the melody, accompaniment and/or bass line of various pieces of music and then focus on one to perform as a solo or an ensemble.</p> <p style="text-align: center;">Levels of challenge:</p>	<p>Studying these genres encourages students to apply their knowledge and skills in diverse musical contexts, promoting creativity and cultural awareness. By studying Jazz, the British Invasion, and Britpop, students gain insight into influential genres that broaden their cultural capital.</p> <p>The focus on performance provides students the opportunity to demonstrate their understanding of the elements of music and performance skills that have been taught throughout KS3. This focus prepares students for the performing element of GCSE music which they start in 10.1</p> <p>This unit also provides the opportunity to work as an ensemble with various instruments, solo/ pairs on keyboards or</p>

<p>spiral curriculum. These will be revisited and recalled in this unit of work as students develop their ability to analyse and perform music.</p> <p>Students will also understand the concept of chords from 7.3, more specifically primary chords (8.2) relative minor chords (8.4) and key signatures/degrees of a scale (9.1) they'll be refining these skills and applying them to various songs, exploring extended 7th chords and power chords.</p> <p>New Learning</p> <p>Students will understand the concept of extended chords in music, applying learning from 9.1 to their understanding of how to build chords. They'll explore 3 influential genres, jazz, british invasion and brit pop, exploring how chords, riffs, basslines, melodies and the elements of music differ in each genre.</p> <p>Future Links</p> <p>Their understanding of the primary chords is developed in 8.4 when they explore the relative minor used in pop music.</p> <p>Students will develop an understanding of what the blues sounds like and some of its key features which is revisited in ks4 as an area of study. The unit introduces the DAW which will be frequently used in year 9 as students prepare themselves to be able compose to a high standard</p>	<p>Melody</p> <p>Demonstrate a secure understanding of melody, talking about melodic movement, referring to pitch and step/ leaps</p> <p>Tempo</p> <p>Refine students understanding of tempo, comparing pieces of music and analysing the mood the tempo creates.</p> <p>Instruments:</p> <p>As taught in previous unit 8.2, identify instruments they can hear with increasing accuracy and confidence</p> <p>Texture:</p> <p>Recall understanding of Melody and accompaniment, identifying when textures change within pieces of music.</p> <p>Harmony:</p> <p>Refine students understanding of harmony and exploring extended 7th chords.</p>	<ul style="list-style-type: none"> • Playing the chord progression fluently and expressively • Performing the melody fluently and expressively • Incorporating singing, and playing chords while you sing. • Performing in an ensemble as a team member <p>Performing in an ensemble as a leader</p>	<p>using a DAW.</p> <p>Key Learning points:</p> <ul style="list-style-type: none"> • Chord progressions • Instrument Skills • Treble Clef and Bass Clef • Expressive use of the elements of music in performances. • Playing accurately and confidently as an ensemble <p>Links to GCSE and A Level</p> <ul style="list-style-type: none"> • Performance Skills • Theory Skills • Using the elements of music and analysing the impact they have on the listener.
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