



Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Note values and rests from semibreve to semiquaver.</p> <p>Basic elements of music</p> <p>Recognising instruments through sound.</p> <p>Notes on the stave</p> <p>Keyboard skills.</p>	<p>Singing as part of a class ensemble.</p> <p>Musical element; timbre.</p> <p>Exploring vocal techniques.</p> <p>Creating vocal arrangements in small groups.</p> <p>Confidence to perform in front of peers.</p>	<p>More in-depth knowledge of all musical elements.</p> <p>Exploring through composition how to use elements of music to have desired effects.</p> <p>Melodic structure.</p>	<p>Understand how to breakdown a song.</p> <p>Musical element; structure.</p> <p>Basic guitar skills.</p> <p>Basic bass guitar skills.</p> <p>Basic drumming skills.</p> <p>Know how to rehearse effectively.</p> <p>Performing in bands</p>	<p>Understand how hand position can affect fluency of playing.</p> <p>Musical elements; rhythm & pitch.</p> <p>Be able to perform both a melody and accompaniment simultaneously.</p> <p>Confidence to perform in front of others.</p>	<p>Understand what sequencing software is and how it can be used.</p> <p>Musical elements; rhythm & texture.</p> <p>Be able to set up a Cubase project to the point of recording.</p> <p>Record music using USB keyboard.</p> <p>Input and edit music in step time.</p>
Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The role of music in traditional African culture.</p> <p>Musical elements; rhythm & texture.</p> <p>Musical devices in context; texture,</p>	<p>The context and social impact of blues music.</p> <p>Musical element; harmony, melody & structure.</p> <p>Musical devices in context; 12 bar blues chord sequence, blues</p>	<p>How to represent a mood/emotion with music.</p> <p>Use musical devices/elements with control to achieve a specified aim.</p>	<p>How to use texture to create more interesting pieces of music.</p> <p>Musical element; texture, melody.</p>	<p>Whole class singing.</p> <p>Musical element; structure & dynamics.</p> <p>Listening to and breaking down pieces of music as a class.</p>	<p>Develop an understanding of the differing musical conventions of the Reggae music.</p> <p>Syncopation and 'one-drop' rhythms.</p>

polyrhythms, call and response, ostinato, master drummer, syncopation, improvisation. Build group/class performance skills	scale, walking bass, improvisation. Build solo performance skills	Musical element; structure, melody, dynamics. Musical devices in context; leitmotifs, underscore, incidental music, diegetic music, instrumentation	Stylistic features; ground bass, structure, question and answer phrases, canon, sequence, repetition	Rehearsal skills. Performing with control and expression.	Sequencing/group performing.
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Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore rhythmic ostinato. Develop polyrhythmic textures through group composition. Compose with increased control over dynamics and texture.	Deconstruct a song from start to finish. Develop musical ear by working out melodies and chord sequence through listening and playing. Rehearsal skills. Group performance skills	Explore the features of dance remixes and how they differ from original songs and cover versions. Be able to program in loops, sequences and rhythmic patterns using 'Making Waves' software. Arrange music with a focus on layered texture and structure.	History and context of The Beatles and the impact they had on pop music in the 1960s. Musical element; structure & melody. Musical devices in context; verse/chorus form, vocal harmonies, hooks & riffs. Build group/class performance skills.	Develop an understanding of how the role of music in Indian culture. Understand different systems of organising music/sound i.e. ragas/talas. Musical devices; drone, structure, ragas/talas. Build performance/composing skills.	Identify and analyse the musical devices of a range of different genres. Musical elements; all select appropriate musical instruments for a genre of music. Compose chord sequences, riffs, hooks. Demonstrate an understanding of balanced musical phrases.

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How ostinatos and riffs are used across different genres of music. Styles covered; Rock, Pop, Reggae, Minimalism, Western Classical.	How timbres and Sonority can be manipulated using performance techniques and music technology. FX, panning, vocal techniques, guitar	Explore the structural conventions of different genres of music. Conventions covered; strophic, verse/chorus, 12 bar blues, binary, ternary, rondo, cycles	Explore the two groups of study pieces in detail. Apply knowledge of musical devices/conventions to these pieces.	Students develop the ability to compose in different styles.	Students develop the ability to compose in different styles.

	techniques, ornamentation.				
Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Explore the two study pieces in detail along with unfamiliar music.</p> <p>Apply knowledge of musical devices/conventions to these pieces.</p>	<p>Explore the study piece in detail along with unfamiliar music.</p> <p>Apply knowledge of musical devices/conventions to these pieces.</p>	<p>Students develop the ability to compose to a brief.</p>	<p>Students are given a choice of four briefs set by the exam board.</p> <p>Students can compose in any style of their choosing.</p> <p>Students then compose a piece of music in that style; at least 1:30 in duration.</p>	<p>Students record themselves to identify areas for improvement.</p> <p>Teacher feedback.</p> <p>Focused practice.</p> <p>Rehearsal of ensemble performance.</p> <p>Final recordings</p>	<p>Practice questions from past papers.</p> <p>Example answers to 8 mark questions.</p>