

Year 7	Year 8	Year 9
<p>By the end of Year 7 scholars will have a developed an understanding of the theory of note values and pitch allowing them to read music notation and apply this knowledge to play tuned and untuned instruments with developing competence. They also visually and aurally identify musical instruments of different genres and use key words related to rhythm, pitch, tempo, and instrumentation.</p> <p>Unit 7.1a – Rhythm and Pulse: Samba This unit provides scholars with basic but essential knowledge and practical application of rhythm and pulse, two core areas of musical development. It allows pupils a more collaborative experience of preparing for a performance and the necessary building blocks which lead to a successful final performance (which in future will lead to successful assessment results). It also gives pupils their first experience of using musical instruments in school and how to care for and use their safely and respectfully. This unit provides scholars the skills to access the next unit – an assessed composition and performance task. Assessed in groups.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Musical vocabulary (and practical application of) – pulse, tempo, rhythm, percussion, samba instruments, graphic score/notation, dynamics. • Safe and respectful use of percussion instruments 	<p>By the end of Year 8 scholars will have a developed an understanding of composition, improvisation, and performance drawing on a wide variety of different musical genres across the world while expanding on previous musical and continuing to develop competence. They will have also visually and aurally identified musical instruments of different genres and use key words related to rhythm, pitch, tempo, and instrumentation.</p> <p>Unit 8.1 – Blues Singing: Composing Lyrics This unit continues to develop scholars singing, ensemble and composition skills by empathetically looking at the history of Blues music and creating their own Blues lyrics ready for performance. Scholars draw on the themes learned in studying the musical context of Blues and then apply this to lyrics created with an AAB 12 bar blues verse structure, developing further their sense of rhythm and beat. This unit acts as a lead in to 8.2 – Blues Guitar which learns the practical guitar elements of 12 bar blues.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Musical context of blues • Composing lyrics • Composing lyrics • Rehearsing • Performing as a group <p>Unit 8.2 – Performance: Blues Guitar This unit takes scholars knowledge of Blues musically, specifically their knowledge of the 12 bar blues and applies this</p>	<p>By the end of Year 9 scholars will have developed a base level of musical knowledge and have been developing as musicians. Using their previous keyboard knowledge and notation reading skills they will develop further understanding of the purpose of film music and how to musically analyse this. They are building knowledge to enable them to do GCSE music and progress.</p> <p>Unit 9.1 – Film Music This is a unit that builds on the scholar’s previous knowledge of notation reading and chords while developing it further to help them understand the purpose of film music and identify how music is being used in film and media. This will be useful for the scholars doing GCSE who will find this unit aides them in GCSE performance by consolidating or reteaching their pre-existing musical theory. It will also give scholars who do not take GCSE the understanding they need to appreciate music in film in a new way, while giving them the opportunity to apply it practically to keyboards.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • The layout of the keyboard • Treble clef notation • Basic keyboard skills • The purpose of music in films • Begin to be able to analyse the purpose of music in film. • Staves, bars, bar lines, time signatures • Pulse – developing a strong sense of pulse.

<ul style="list-style-type: none"> • Successful practice routines • Building a performance • How to put on a final performance <p>Unit 7.1b - Rhythm and Pulse: Composition and Performance This unit builds on the group performance skills of Unit 7.1a by expecting pupils to demonstrate the skills of having a good sense of pulse but in a more independent way. It introduces musical notation and note values and how musical notes are grouped by using a simple time signature and bar lines. Pupils compose a rhythmic composition of 4 bars in length which is combined with the compositions of others to create a small group final performance. This unit provides scholars the skills to access the next unit – performing melodies on pitched percussion using the notation learned in this unit.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Musical notes Semibreve, Minim, Crotchet, Quaver(s), – name, what they look like, how many beats they are worth. • Bars in 4/4, bar lines • Pulse – developing a strong sense of pulse within a 16 beat piece of music (4 x 4 bars with 4/4 time signature) • Playing rhythms from notation • Group performance skills leading to a strong and fluent final performance. <p>Unit 7.2 – Pitched Percussion Performance: African Melodies This unit combines the whole class performance skills of Unit</p>	<p>to the guitar. Scholars are given a holistic understanding of the guitar, both historically and technically. Scholars will learn about chords and chord sequences, whilst developing their practical skills supported by their previous learning of AAB 12 bar blues verse structure to consolidate their sense of rhythm and beat. This unit’s use of chords and chord sequences will support them for the next unit, Jazz Improvisation, which also uses chord sequences and shuffle rhythms.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • History of the guitar • Guitar theory – understanding strings, frets, and fingering. • Guitar chord charts • Shuffle rhythms • Twelve bar blues <p>Unit 8.3 – Jazz Improvisation This unit takes scholars knowledge of guitar chords and chord sequences and applies them to keyboards. Scholars use their Year 7 knowledge of notation and pitch to improvise using scales to improvise over jazz chord sequences in pairs while also developing their keyboard skills using jazz chord sequences. This understanding of how pitch moves around chord sequences will support scholars in singing as they will be able to differentiate between monotone atonal singing and applying pitch to rhythm especially in syllabic and melismatic singing. It also leads into Year 9’s ensemble performances where understanding chord sequences, melody and working with other scholars will feature heavily.</p>	<ul style="list-style-type: none"> • Playing Melodies from notation • Individual performance and rehearsal skills • Musical analysis • Keyboard skills <p>Unit 9.2 – Band Skills This unit of work builds on the various opportunities to develop ensemble skills provided in previous year but increasing the need for independence, group self-management and working to deadlines. Instrumental skills from previous years/units becomes the transferable skill necessary to achieve the composite of a group performance of another bands song (cover).</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Understanding of what a cover version is • What, where, when how and why questions addressed to allow independence in rehearsal situations • How to work well as a group • Specific instrumental technique necessary to build an accurate and fluent performance. • Understanding chord sequences
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<p>7.1a and the rhythm and notation skills of Unit 7.1b by expecting pupils to demonstrate all that they have learned on pitched percussion. It introduces musical pitch and how these pitches can be assigned to each note in a rhythm. Scholars learn all 6 line of the Mavuto Megamix on a Xylophone which is broken up into 16 beats split into four bars. This will then be delivered as a whole class performance. This unit provides scholars the skills to access the next unit – performing melodies keyboards using their knowledge of pitch. Assessed individually as a whole class performance.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Difference between tuned and untuned instruments. • Pitch • Melody • Applying pitch to rhythms on pitched percussion • Playing melodies • Whole class ensemble skills <p>Unit 7.3 – Keyboard Skills: Ode to Joy</p> <p>This unit builds on scholars’ knowledge of rhythm developed in Units 7.1a and 7.1b and their knowledge of pitch developed in 7.2 and applies it practically to keyboard. Scholars have read music notation on a stave using treble clef and will now develop this further using their right and left hand together. It introduces having a bass line to accompany a melody on a stave while working together with a partner. Scholars will be assessed individually performing to the class. This unit provides scholars the skills to access the next unit – Composition Skills, which will use</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Improvising using keyboard • Improvising over chord sequences • Keyboard <p>Unit 8.4 – Vocals Ancient and Modern</p> <p>Unit 8.3 looks at the chronology of music, the Medieval and Renaissance periods, and the characteristics of vocal music during these periods including the different voice parts, the development of musical textures (monophonic, homophonic, polyphonic), word setting and word painting. It leads to rock music and music for stage and screen by analysing the music of Queen, Beyonce, and The Greatest Showman. It includes a practical element where small choirs are formed to perform a song.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Vocal music of the Medieval and Renaissance periods • Musical textures • Word setting and word painting. • Vocal performance • Choir ensemble <p>Unit 8.5 – Baroque Ground Bass</p> <p>Unit 8.6 – Indian Raga</p>	
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their knowledge of treble clef and bass line.

Knowledge and Skills

- Reading multiple notes on a treble clef staff
- Pitch
- Melody
- Apply pitch and rhythms to keyboard.
- Playing using two hands
- Performing as a solo musician

Unit 7.4 – Composition Skills: Instruments of the Orchestra

This unit takes all the things scholars have learned through the year and now provides them an opportunity to apply this through composition for orchestral instruments. Scholars will learn about the instruments in an orchestra, and then create bass lines and melodies for the different orchestral instrument families. It gives scholars their first experience using composition software and to continue developing their keyboard skills. The composition aspect of this unit will develop scholars' creativity in preparation for composing lyrics at the start of Year 8.

Knowledge and Skills

- Notes on treble clef staff
- Instruments of the orchestra
- Composing bass lines and melodies
- Using composition software
- Performing created compositions
- Keyboard skills