

Year Group	Starting Point:	Term 1	Term 2	Term 3
7	<p>In KS2 pupils should have been taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p><u>Rhythm and Pulse:</u> Students will create a piece of music through clapping and/or on the school percussion.</p> <p>Students will visit how to read and write different rhythms so they can perform existing pieces as well as compose their own.</p> <p><u>Keyboard Skills</u> Students will explore the piece of music Hedwigs theme while learning skills and techniques on the keyboards. These keyboards will be used throughout their music education in KS3 and aid them in building a better understanding of the musical elements and genres.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm</p>	<p><u>Music Technology</u> Students will explore loops/ostinatos and the use of music DAWs. This will prepare them for the compositional units that are yet to come.</p> <p>Students will create their own piece of music using Garageband loops exploring structure and timbre.</p> <p><u>Modern Classics</u> Students will be using the keyboards skills from last term to learn and play some new pieces of music while exploring the composers Beethoven (Ode to Joy) and the piece Hall of the Mountain King.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm Structure Texture</p>	<p><u>Instruments of the Orchestra</u> Students will explore the four main types of instruments that are used in an orchestra. They will discuss the timbre of the percussion, brass, woodwind and string sections. They will explore different pieces of classical music and comment on the dynamics, tempo, rhythm, structure, and texture of these pieces also.</p> <p><u>Band project 1</u> Students will be combining all of the musical elements to have learnt so far the keyboard skills that they have been using and also their collaboration, confidence and resilience skills to make a performance of a popular music song. This will be repeated each year with each piece gradually getting more difficult.</p> <p><u>Musical elements.</u> Dynamics Tempo Rhythm Structure Texture Timbre</p>
8	<p>In year seven, all students listened to appraised and discussed a variety of different pieces of classical music while also learning to play them on the keyboards with the appropriate keyboard/piano, playing techniques.</p> <p>They also briefly explored composition with their iPads where they looked at creating their own ideas, using a variety of different instruments loops and drum tracks. In year seven, they were also encouraged to ensure that they were not using pre-existing ideas as much as possible.</p> <p>The students have slowly been building on the musical vocabulary building up their understanding of the musical elements and using these to comment on existing pieces of music and their peers performances.</p>	<p><u>Blues music</u> Student explore blues music from the late 1800s, during slave era to the 1950s, showing them how it has influenced pop music today. They will also be analysing the dynamics, tempo, rhythm, structure, texture, and timbre.</p> <p>Students will learn the 12 bar blues chord progression on the keyboards. They will also learn the structure of the lyrics seven they can create their own blues inspired versus and chorus is to perform at the end of the unit</p> <p><u>RAP Music</u> Students will explore the history of rap music from the early 1950s until the modern day. They will analyse the dynamics, tempo, rhythm, structure, texture and timbre of the pieces.</p> <p>Students will record their own version of an existing rap song working in small groups in the practice rooms.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm Structure Texture Timbre</p>	<p><u>African Drumming</u> Students explore African drumming culture, and all learn how to play different techniques on the djembes.</p> <p>Students will play three different techniques on the djembe. Bass tone and slap. The students will explore the role of the master drummer and call and response, cyclic rhythms and polyrhythms expanding their knowledge of texture.</p> <p><u>Indian Classical Music</u> Explore different pieces of Indian classical music and comment on the dynamics, tempo, rhythm, structure, texture, and Tandra of those pieces.</p> <p>Students will learn to play the drone, the rag and the Raga of an existing piece of music in pairs on the keyboards. Improvisation is will also be introduced to stretch and challenge students.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm Structure Texture Timbre pitch</p>	<p><u>Minimalism</u> Explore where minimalism and when minimalism started. They will also be making connections to minimalism in art. Where is these connections are made they will re-explore chords from previously in the year and record these into a DAW. They will then explore recording a small 4 feet idea before developing it further using the following techniques. Note, changing, note, addition, and subtraction, phase, shifting and augmentation and diminution.</p> <p><u>Band project 2</u> Students will combine everything that they have learnt so far to learn two songs and then take a song of their choice into a small group to prepare and Rai has a performance for their class. These pieces of music will be more difficult than the previous years pieces.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm Structure Texture Timbre pitch</p>
9	<p>Students will have explored I want a variety of cultures, beliefs and musical styles. They will also analyse these pieces of music using all of the elements of music music, ensuring that they understand how to create as well as perform a secure piece of music.</p> <p>In year 8 students were given a chance to further develop their performance techniques, which will help going forward in year 9 as they will be challenged further in both their performance and compositional tasks.</p> <p>Students have been given a chance to use their voices as an instrument and this will be further encouraged. Going forward in year nine.</p> <p>Composition and improvisation will be fair for encouraged, as it was explored briefly in the previous year.</p>	<p><u>Reggae music</u> Students will explore the origins of reggae music and analyse, the dynamics, tempo, structure, rhythm, texture, and Timbre of multiple different pieces.</p> <p>They will learn to play a wide variety of different pieces of reggae music, and will be given the opportunity to use their own instruments, where applicable</p> <p><u>EDM</u> Jones will explore the origins of a DM and its uses. They will also analyse the dynamics, tempo, structure, rhythm text Kieron tombola of multiple different electronic dance music tracks.</p> <p>They will compose using a DAW, making use of the techniques explored throughout their lessons</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm Structure Texture Timbre</p>	<p><u>Film music.</u> Students will watch and listen to multiple different styles of film music. This will explore films such as Joel Joes, Toy Story, Harry Potter and the use of techniques such as Mickey mousing in cartoons such as Tom and Jerry.</p> <p>The students will use the DAW. on their iPad to help them compose a piece of music that will accompany an existing moving picture.</p> <p><u>Developing as a performer.</u> Students will see examples of a strong and confident performances from a variety of sources. Students will be encouraged to comment on this in a constructive and positive manner. This will enable them to get ready for the year 10 performing arts, technical award ,</p> <p>They will use the skills they are exploring to prepare a performance for the end of the unit.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm</p>	<p><u>Remixing</u> Students will use the DAW on their iPads to mix an individual track or two existing tracks into their own style. This will give them an opportunity to create their own existing idea volume using an existing idea as a basis.</p> <p>Students will be expected to use a wide range of different dynamics, rhythms, structures, textures, Timbre, and pitches to help them create a more complex original version of the chosen song.</p> <p><u>Band project 3.</u> This year students have learnt about a wider variety of different styles of music. This means I will be able to create a performance which uses more techniques harder pieces of music and a wider variety of musical elements. The peace is given to them will be more difficult than the previous years and they will choose which piece they will perform for their class.</p> <p><u>Musical Elements</u> Dynamics Tempo Rhythm Structure Texture Timbre pitch</p>

Year Group	Term 1	Term 2	Term 3
10	<ul style="list-style-type: none"> There is no year 10 in the academic year 2023 to 2024 		
11	<p>Students will be finishing off unit one: performance and will be starting unit. 2: creating.</p> <p>For both of these units, the students will have researched rehearsed logged and analysed their own performances, using the skills that they gained in year 10.</p>	<p>Students will finish off unit 2: creating and start unit 3: performing arts in practice.</p> <p>Once again, both of these units will have the students researching, logging presenting and analysing their work to gain a mark towards the technical award.</p>	<p>Students will finish unit three performing arts in practice before the start of this term so that it can be marked and sent to the exam board.</p>

Key Concepts- Music

- Musical elements - Texture, Timbre, tempo, dynamics, structure, pitch & rhythm
- Genre – Blues music, rap, reggae, EDM, remixing, popular music, classical music, minimalism, film, music, Indian classical music & African drumming music.
- Performance and compositional techniques.
- **Disciplinary Knowledge:**
 - Originality, Devising- To create a performance from a brief.
 - Self-Regulation- Reviewing- to peer and self-assess performance ability.
 - Precision- creating a performance from existing piece of music, using particular rules and techniques, accurately, fluently, and in time.