



### OVERVIEW

In year 7, students are introduced to the main elements of music through 4 skills: Keyboard, Ukulele, Percussion and Singing. They experience performing in front of an audience at the winter concert, and experience ensemble performance in the 'School of Rock' project.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Rhythm               <ul style="list-style-type: none"> <li>Body Percussion</li> <li>Introduction to pulse, tempo, rhythm</li> <li>Introduction to rhythmic notation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Baseline test</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Singing               <ul style="list-style-type: none"> <li>Vocal skills</li> <li>Introduction to notation</li> <li>Introduction to the musical elements</li> <li>Performing skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>End of term performance in the Winter Concert</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Keyboard               <ul style="list-style-type: none"> <li>Keyboard technique</li> <li>Melodies</li> <li>Treble clef</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solo performance on keyboard</li> <li>Listening assessment</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Ukulele               <ul style="list-style-type: none"> <li>Ukulele technique</li> <li>Introduction to tablature</li> <li>Major and minor chords</li> <li>Chord sequences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Class performance assessment on ukulele</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>School of Rock               <ul style="list-style-type: none"> <li>Introduction to drum kit</li> <li>Reading lead sheets</li> <li>Performing pop songs in groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>School of Rock (cont.)               <ul style="list-style-type: none"> <li>Ensemble skills</li> <li>Rehearsing, recording and reviewing group performances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance assessment</li> <li>Listening assessment</li> </ul>

### Home Learning:

- Pupils will receive one homework each fortnight.
- Peripatetic instrumental lessons are available in school.

### Useful resources:

- BBC Bitesize on Music:  
<https://www.bbc.com/bitesize/subjects/zmsvr82>



### OVERVIEW

In year 8, students broaden their understanding of the elements of music through further performance on percussion instruments, keyboard, ukulele, guitar and lots of singing. They encounter a range of genres including but not restricted to: West African drumming, Samba, Soul, Romantic, Blues, Jazz, Motown.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Drumming               <ul style="list-style-type: none"> <li>Samba drumming</li> <li>West African drumming</li> <li>Rhythm: syncopation, off-beat, polyrhythm</li> <li>Rhythmic notation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Keyboard               <ul style="list-style-type: none"> <li>Introduction to major and minor</li> <li>Set piece: Theme from Swan Lake (Tchaikovsky)</li> <li>Keyboard skills</li> <li>Tonality: major, minor, pentatonic, chromatic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solo performance assessment</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Blues               <ul style="list-style-type: none"> <li>Context</li> <li>Harmony: 12 bar blues and Roman Numerals</li> <li>Vocal, keyboard, drumming or guitar skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Class performance assessment</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Jazz               <ul style="list-style-type: none"> <li>Improvisation</li> <li>Blues scale</li> <li>Vocal, keyboard, drumming or guitar skills</li> <li>Ensemble skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance assessment</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>School of Rock 2               <ul style="list-style-type: none"> <li>Added note chords</li> <li>Reading lead sheets: chord symbols and rhythmic notation</li> <li>Vocal, keyboard, drumming or guitar skills</li> </ul> </li> </ul>	
Sum 2	<ul style="list-style-type: none"> <li>School of Rock (cont.)               <ul style="list-style-type: none"> <li>Ensemble skills</li> <li>Cover versions – arranging</li> <li>Rehearsing, recording and reviewing group performances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>

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### OVERVIEW

In year 9, students choose an instrument on which they will hone their performance skills. This is to enable them to reach a GCSE-level by the end of the year. They will continue to focus on the elements of music, now through a range of different genres which inform their learning.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Film Music               <ul style="list-style-type: none"> <li>Context</li> <li>Leitmotifs</li> <li>Themes</li> <li>Structure – cue sheets and story boards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group compositions and performance of a film score</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Hip Hop               <ul style="list-style-type: none"> <li>Set Piece: Main Theme from Star Wars</li> <li>Keyboard skills</li> <li>Melodic and rhythmic devices</li> <li>Melodic development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Performance and recordings of their hip hop track</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Fusion               <ul style="list-style-type: none"> <li>Set piece: Hamilton</li> <li>Vocal (rap) and instrumental skills</li> <li>Structure, melody, texture, harmony</li> <li>Variation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Composition of a fusion piece</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Hamilton               <ul style="list-style-type: none"> <li>Students review genres that they have studied during KS3, so that they can develop skills in musical leadership (running rehearsals, giving feedback etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance assessment</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>School of Rock 3               <ul style="list-style-type: none"> <li>Chord inversions</li> <li>Reading lead sheets: chord symbols and rhythmic notation</li> <li>Vocal, keyboard, drumming or guitar skills</li> </ul> </li> </ul>	
Sum 2	<ul style="list-style-type: none"> <li>School of Rock 3               <ul style="list-style-type: none"> <li>Drumming patterns and fills</li> <li>Composing a pop song</li> <li>Rehearsing, recording and reviewing group performances</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> <li>Group compositions</li> </ul>

### Home Learning:

- Pupils will receive one homework each fortnight. .
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### Useful resources:

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### OVERVIEW

In year 10, students embark on the Eduqas Music GCSE course. The objectives of the course are:

- (1) Perform with technical control, expression and interpretation (30%)
- (2) Compose and develop musical ideas with technical control and coherence (30%)
- (3) Recognise contrasting genres, styles and traditions of music and develop as effective and independent learners with enquiring minds (40%)

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Introduction to the pop music GCSE set work</li> <li>Introduction to ensemble performance</li> <li>Introduction to pop music composition using software</li> </ul>	<ul style="list-style-type: none"> <li>Music listening paper</li> <li>Ensemble performance</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Introduction to the classical music GCSE set work</li> <li>Continuing with ensemble performance</li> <li>Completion of first pop song composition</li> </ul>	<ul style="list-style-type: none"> <li>Listening paper</li> <li>Solo performance</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Music for Ensemble: Baroque trios, Classical quartets, Jazz bands, pop bands, musical theatre.</li> <li>Introduction to solo performance.</li> <li>Introduction to minimalist composition.</li> </ul>	<ul style="list-style-type: none"> <li>Solo performance</li> <li>Listening paper</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Musical Forms and Devices: Baroque, Classical and Romantic music.</li> <li>Solo performance</li> <li>Minimalist composition</li> </ul>	<ul style="list-style-type: none"> <li>Mid-year assessment</li> <li>Solo performance</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>Film Music</li> <li>Ensemble performance</li> <li>Minimalist composition</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>Appraising: Music for Stage and Screen – Defying Gravity (S. Schwartz)               <ul style="list-style-type: none"> <li><i>Analysis of the set work and study of wider listening</i></li> </ul> </li> <li>Composition: finish free composition</li> <li>Performing: ensemble and solo practice</li> </ul>	<ul style="list-style-type: none"> <li>Listening paper</li> <li>Minimalist Composition</li> </ul>

### Home Learning:

- Pupils at KS4 will usually receive one homework task per week. They should practice on their instrument daily.

### Useful resources:

- BBC Bitesize on Music:  
<https://www.bbc.com/bitesize/subjects/zpf3cdm>



### OVERVIEW

In year 11, students continue studying the Edexcel Music GCSE course. The objectives of the course are:

- (1) Perform with technical control, expression and interpretation
- (2) Compose and develop musical ideas with technical control and coherence
- (3) Demonstrate and apply musical knowledge
- (4) Use appraising skills to make evaluative and critical judgements about music

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Popular music: Rock, Soul, Hip Hop, Modern Pop and Bhangra.</li> <li>Popular music: set work revision.</li> <li>Solo performance</li> <li>Set brief composition</li> </ul>	<ul style="list-style-type: none"> <li>Solo performance</li> <li>Listening paper</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Musical Forms and Devices: Baroque, Classical and Romantic styles.</li> <li>Musical Forms and Devices: set work revision.</li> <li>Solo performance</li> <li>Set brief composition</li> </ul>	<ul style="list-style-type: none"> <li>Solo performance final recording</li> <li>Listening paper</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Music for Ensemble: revision</li> <li>Ensemble performance</li> <li>Set brief composition</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance</li> <li>Listening paper</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Film Music: revision</li> <li>Ensemble performance</li> <li>Set brief composition</li> </ul>	<ul style="list-style-type: none"> <li>Ensemble performance recording</li> <li>Set brief submission</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>Listening: Revision               <ul style="list-style-type: none"> <li><i>Revision of both set works, general listening skills and writing essays</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	<ul style="list-style-type: none"> <li>Listening paper</li> </ul>

### Home Learning:

- Pupils at KS4 will usually receive one homework task per week. They should practice on their instrument daily.

### Useful resources:

- BBC Bitesize on Music:  
<https://www.bbc.com/bitesize/subjects/zpf3cdm>