

Key knowledge & skills to be mastered by students

Year 7

	Year 7 Topic 1	Year 7 Topic 2	Year 7 Topic 3
Topic title	Sing Up	Keyboard Skills	Intro to Music Tech
Key Skill	<ul style="list-style-type: none"> • Sing in tune alone and with the whole class. • Enjoy making music with others. 	<ul style="list-style-type: none"> • Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard. 	<ul style="list-style-type: none"> • Arrange loops into simple ABA piece. • Compose riff.
Key knowledge and concepts	<ul style="list-style-type: none"> • Dynamics, melody, and harmony • Understand meaning of songs and sing expressively 	<ul style="list-style-type: none"> • Riffs, chords, bass lines and melodies. 	<ul style="list-style-type: none"> • Sequencer • Loops • Riffs, chords, bass lines and melodies. • Structure
Skills	<ul style="list-style-type: none"> • Develop internal sense of pitch. • Rehearse singing as a whole class – teacher led. • Following a leader • Ensemble sensitivity 	<ul style="list-style-type: none"> • Know where notes are on the keyboard. • Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo. 	<ul style="list-style-type: none"> • Loops • Record chords, bass line, riff. • Edit: trim, copy, paste, quantise, delete.
Assessment	<ul style="list-style-type: none"> • Whole year group singing concert performance 	<ul style="list-style-type: none"> • Keyboard performance 	<ul style="list-style-type: none"> • Recording of composition

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Year 8

	Year 8 Topic 1	Year 8 Topic 2	Year 8 Topic 3
Topic title	Guitar Skills	Whole Class Band	Shakespeare Project Music
Key Skill	<ul style="list-style-type: none"> • Arrange a small group performance of a popular song. 	<ul style="list-style-type: none"> • Whole class modelling of and participation in ensemble. 	<ul style="list-style-type: none"> • Improvising and composing on themes and for scenes of Shakespeare as a whole class and in small groups.
Key knowledge and concepts	<ul style="list-style-type: none"> • Frets, riffs, chords, strumming, picking. • Know how to read chord charts. 	<ul style="list-style-type: none"> • Riffs, chords, bass lines and melodies. • Structure: verse, chorus, stops. • Texture: creating contrast 	<ul style="list-style-type: none"> • Leitmotifs and how to compose them. • How musical elements are used to convey meaning. • Develop imagination, creativity, understanding of how meaning connects to sound. • Develop use of musical elements to represent meaning.
Skills	<ul style="list-style-type: none"> • Compose a riff. • Play in time alone and with others • Whole class, teacher led rehearsal • Arrange and rehearse in small groups • Listening to others, sharing ideas, making decisions together • Internal sense of pulse, understanding of pitch and confidence performing solo and in a group. 	<ul style="list-style-type: none"> • Musical sensitivity. • Listening to others, sharing ideas, making decisions together. • Develop competence on chosen instrument. • Playing in time with others. Resilience and commitment in rehearsal. 	<ul style="list-style-type: none"> • Develop competence on chosen instrument.
Assessment	<ul style="list-style-type: none"> • Small group guitar performance of popular song. 	<ul style="list-style-type: none"> • Whole class band performance 	<ul style="list-style-type: none"> • Shakespeare Performance

Key knowledge & skills to be mastered by students

Year 9

	<u>Year 9 Topic 1</u>	<u>Year 9 Topic 2</u>	<u>Year 9 Topic 3</u>
<u>Topic title</u>	Beethoven Symphony No. 5	Jazz	Song writing Competition
<u>Key Skill</u>	<ul style="list-style-type: none"> • Compose drum beat and arrange parts to 'remix' first 16 bars of Beethoven 5. 	<ul style="list-style-type: none"> • Play and improvise Jazz in whole class and small group ensembles. 	<ul style="list-style-type: none"> • Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies.
<u>Key knowledge and concepts</u>	<ul style="list-style-type: none"> • Orchestra and orchestral instruments • Beethoven and his context • Texture. 	<ul style="list-style-type: none"> • Language and contextual understanding related to Jazz, including Jazz's role in the Civil Rights movement. • Swung rhythms, syncopation, breaks, walking bass lines. • Nina Simone and Billie Holiday. 	<ul style="list-style-type: none"> • All language relating to: • Pop song structure • Parts in pop songs • Instrumental techniques • Creating contrast • Lyric writing
<u>Skills</u>	<ul style="list-style-type: none"> • Recording multiple parts through midi. • Edit: trim, copy, paste, quantise, delete. • Read and play more complex staff notation. • Develop sense of pulse recording multiple parts in time with metronome. 	<ul style="list-style-type: none"> • Improvise in 'breaks' in jazz style. • Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms. 	<ul style="list-style-type: none"> • Recording multiple parts through midi and audio. Edit: trim, copy, paste, quantise, delete. • Develop imagination, creativity, confidence to express personal feeling and/or meaning through music.
<u>Assessment</u>	<ul style="list-style-type: none"> • Recording of Beethoven 5 project. • Listening test: Beethoven 5, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> • Recording of composition in the style of chosen traditional music. • Listening test: Film music, chosen traditional music, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> • Creative Competition

KS4 BTEC Music in Practice				
	Year 10 C1 LA.A	Year 10 C1 LA.B	Year C2 LA.A	Year 11 C2 LA.B
Topic title	C1-A Exploring Musical Products and Styles – Learning Aim A	C1-B Exploring Musical Products and Styles – Learning Aim B	C2-A Music Skills Development – Learning Aim A	C2-B Music Skills Development – Learning Aim B
Key questions	What are styles and genres of music?	What are techniques used to create music products?	What are the professional and commercial skills used in the music industry?	How do you apply and develop individual musical skills and techniques?
Key knowledge and concepts	Genres of music Development of music Stylistic features and characteristics	Music industry products Music realisation techniques	Personal and professional skills for the music industry Communicating music skills development	Development of technical music skills and techniques Development of music skills and techniques
Skills	Identify, analyse, and perform in different styles and genres	Using different types of the music product Composing in different styles and genres	Identify and analyse personal skills Composing, rehearsing, and performing Communicating skills and rehearsals using different methods	Identify and analyse performance skills Developing Music Performance Skills Developing Composing Skills Developing Production Skills
Assessment & Educational Visit Opportunities	Portfolio of analysis of music styles and genres. Internally assessed.	Three compositions of different music styles and genres. Internally assessed.	Workshops supported by written work. Internally assessed.	Composition project, production project and performance project. Internally assessed.

	Year 11 C3 LA.A	Year 11 C3 LA.B	Year 11 C3 LA.C	Year 11 C3 LA.D
Topic title	C3-A Responding to a Commercial Music Brief	C3-B Responding to a Commercial Music Brief	C3-C Responding to a Commercial Music Brief	C3-D Responding to a Commercial Music Brief
Key questions	How do you respond to a commercial music brief?	How do you select and apply musical skills in response to a commercial music brief	How do you present a final musical product in response to a commercial music brief	How do you comment on the creative process and outcome in response to a commercial music brief
Key knowledge and concepts	Features of a commercial music brief Planning to meet the demands of the music brief Considering constraints and intentions	Develop and produce a response to a client brief Refining musical skills for a musical product Refining musical material Personal management	Reviewing work based on client needs Quality of outcome Presenting own work to a client Relation of final product to the brief	Commentary on the creative process Reflect on the outcome of the musical product
Skills	Planning a music product	Composing and producing (music production) Reflecting on work Managing a project and working with others	Reviewing the final product Communicating the product to the client	Analysing and evaluating the creative process and final product
Assessment & Educational Visit Opportunities	Externally assessed	Externally assessed	Externally assessed	Externally assessed