



Academic year: Year 7	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
AUT A Musical elements and notation	Singing - learning songs for showcase concert, learning musical elements	<ul style="list-style-type: none"> • How to sing well, including breathing, diction, alignment, how to perform confidently as part of an ensemble • Becoming familiar with different cultures through learning songs from different origins • Introduction to musical elements - how to listen critically and use musical language to describe music, and how different elements are used 	Musical questionnaire on entry in Y7 (including musical theory understanding and identifying performing skills). Whole year performance
AUT B Musical elements and notation	Keyboard skills - learning how to work out notes of keyboard and how to read notation	<ul style="list-style-type: none"> • Further emphasis on musical elements - how to use musical language accurately • Introduction to Western notation and how to read the treble and bass clef staves • Good keyboard hand position and finger independence through learning Ode to Joy • Listening and appraising skills - giving aural and written feedback to assess how a performance went well or how it could be improved • How to perform confidently as a soloist 	Solo keyboard performance skills assessed in final performance.
SPR A World music	Gamelan and Indian Music - brief outline of cultural context and composition using ostinato and different textures	<ul style="list-style-type: none"> • How musical elements are used in Gamelan and Indian music e.g. texture, scales, structure • Concept of ostinato and how to compose using this technique • Exploiting musical texture - how to keep repetitive music interesting and exciting • Improving own work and that of others by listening, appraising, giving feedback and then making changes to the compositions. 	Performing and group composition skills assessed in final performance of composition.
SPR B World music	African Music - learning about instrumental and vocal conventions in African music	<ul style="list-style-type: none"> • How to learn music from an aural tradition and pass this on to others • How to create an effective piece based on repetition/ostinato and development of musical ideas • Team work in composition and performing • Improving vocal skills and harmonising vocally in a group • Instrumental skills - percussion based performing • How to identify common African instruments aurally • How to create more extended and complex rhythms and perform them with a steady beat • How to take the lead in a rehearsal and performance as Master Drummer 	Master drummers assessed for their ability to lead a rehearsal. Ensemble performing skills in final performance. Solo vocal skills as appropriate if included in final piece. African Music research HW – knowledge and understanding assessed.
SUM A and B Composition and performance	Programme music and instruments of the orchestra	<ul style="list-style-type: none"> • How music can use different elements to tell a story, create a particular mood or represent a character (Peter and the Wolf listening) • How to identify orchestral instruments visually and aurally • How to compose music to tell a story by using musical elements creatively • How to perform these compositions confidently 	Written listening and appraising work assessed. Performing and composition skills assessed in final performance of composition.



Academic year: Year 8	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
AUT A World music	Samba - cultural context and background, developing instrumental skills	<ul style="list-style-type: none"> • How to identify the different samba instruments visually and aurally • How to play different samba instruments correctly • How to maintain your rhythmic part as part of an ensemble - playing in time • Learning the main groove and different types of break • How to compose a samba piece using the main groove and different types of break 	Ensemble performance skills, leadership, and quality of composition assessed in final performance of group composition.
AUT B World music	Blues - history and context of the blues, keyboard skills	<ul style="list-style-type: none"> • How to play the 12 bar blues, walking bass, and blues scale on the keyboard • How to improve vocally and on the keyboard using the blues scale • How to structure a blues composition to bring together different elements of the blues • How to perform as part of a pair or small ensemble 	Practical assessment - blues performance and understanding of musical structure
SPR A Music and history Philanthropy project	Folk music - history and context, how to perform folk songs and sea shanties vocally and on the keyboard	<ul style="list-style-type: none"> • Learning folk songs and sea shanties vocally and on the keyboard • How to analyse rhythm and pitch in a melody and how to fit lyrics with rhythms • How to compose simple folk-inspired syllabic vocal melodies over simple accompaniments • Vocal performing technique (solo and ensemble) • Comparing music from different styles and genres. • Working in groups to put together instrumental and vocal performances: improving the performances with an awareness of accuracy and ensemble. 	Practical assessment performing folk music accurately. Creating melodies and accompaniments on the keyboard
SPR B Song writing Philanthropy project	Song writing	<ul style="list-style-type: none"> • Exploring elements of pop songs - chords, structure, melody, lyrics, bass lines - how to construct a song • Keyboard skills: creating accompaniments using both hands on the keyboard playing triads and arpeggios • Using inversions to create more effective and fluent lines • Recognising common chords and chord progressions in pop songs • Using learning from aural exercises to inform own composing • Vocal performing technique – singing, breath control, harmonising, rap, communication with audience • Using own instrumental skills to improve the overall effect of a piece • Techniques for controlling nerves when performing 	Final assessment of four chord song composition. Vocal skills assessed in final performances and instrumental skills of accompanists. All assessed on their contribution to the composition.
SUM A and B World music	Music of the Caribbean - cultural context and background	<ul style="list-style-type: none"> • How to identify different styles of music from the Caribbean aurally • Exploring syncopation • Learning a piece of music from the Caribbean on the keyboard or other instruments • Performing as a group and giving feedback to improve own and others' performances • Composing using rhythmic features of different Caribbean musical styles 	Performance of reggae song - ensemble performance skills assessed Composition assessed



Academic year: Year 9	Content. Unit title and brief outline of content. Edexcel GCSE Music	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
AUT A GCSE Engagement!	Jazz - history and context, developing keyboard skills	<ul style="list-style-type: none"> • How to distinguish between different styles of jazz music • Building on knowledge of triads to include extended chords • Furthering rhythmic understanding - syncopation and exploring musical features of different types of jazz music • How to improvise using different scales (pentatonic/blues), over different types of bass line 	Performance skills assessed in performance of a jazz piece
AUT B GCSE Engagement!	Film music - using notation software to compose a piece of music to accompany a film	<ul style="list-style-type: none"> • How music is used effectively in films - underscoring, leitmotifs, hit points etc. • Becoming familiar with different musical notation/ sequencing software • How to use musescore to enter pitch and rhythm • How to copy/paste and edit sounds using notation software • Entering original musical ideas onto musescore • Using musescore to create music to accompany a film clip 	Individual composition skills assessed in final film score composition
SPR A Not sure how to link jazz and musicals	Musicals	<ul style="list-style-type: none"> • Link to GCSE - Wicked - starting to learn how to analyse music at GCSE level • Learning about the different elements that make up musicals (acting, dance, singing etc.) • Learning about different musicals songs and performing songs from musicals • Learning different songs from musicals and exploring how they are constructed, then turning it into a short musical scene - dialogue and singing/playing 	Performance of a scene from a musical assessed
SPR B The Western Tradition	Pachelbel's Canon - historical context, musical structure and form	<ul style="list-style-type: none"> • How to distinguish between baroque, classical and romantic music aurally, and learning about the key musical features of music from each era • Furthering keyboard and other instrumental skills by learning parts of Pachelbel's Canon • Learning about musical structure - e.g. ground bass and manipulating the different parts of Pachelbel's Canon to create other musical structures (binary, ternary, rondo) 	Performance skills and in composition skills assessed in final performance of Pachelbel arrangement
SUM A and B	Minimalism - history and context and composition	<ul style="list-style-type: none"> • How to compose using ostinato and cells on musescore, and how to develop and extend ideas • How to apply compositional techniques to musical cells e.g. phase shifting, inversion, retrograde • How to exploit musical texture • How to write idiomatically for instruments • How to make links and identify similarities and differences in Music from different styles and genres. • Analysing Music and using specific musical keywords in verbal and written responses. • Editing and improving work. 	Final minimalist piece created using musescore is assessed – individual composing skills.