

[Type here]

Music Programme of study

Music Programme of study

Year	Autumn One	Autumn Two	Spring One	Spring two	Summer one	Summer two
9	<p>Pop Music performance</p> <p>Skills: Performance. Self-appraisal and evaluation.</p> <p>Content:</p> <p>Students learn to perform Memories by Maroon Five in small bands. Including the chord pattern, bass line, lead and backing vocals.</p>	<p>Keyboard skills</p> <p>Skills: Performance. Self-appraisal and evaluation.</p> <p>Content:</p> <p>Students focus on their keyboard skills and work through a range of pieces, increasing in difficulty.</p> <p>Assessed solo performance.</p>	<p>Talent show</p> <p>Skills: Performance. Self-appraisal and evaluation.</p> <p>Content:</p> <p>Students use their performance skills from pop music performing and Bhangra projects to create a class talent show. Students must select and rehearse a song of their choice. Students complete a mock controlled assessment, writing an in-depth evaluation and plan for the performance.</p>	<p>Bhangra</p> <p>Skills: Listening and appraising. Research. Performance.</p> <p>Content:</p> <p>Students learn to play the dhol drum. They learn to play a range of dhol routines, leading up to the Chaal beat.</p> <p>Students learn the key facts about Bhangra including: background information/its inception, instrumentation and key artists.</p> <p>Students learn to listen to remixes. What a remix is and complete a range of comparative listening examples.</p> <p>Students complete a listening assessment</p>	<p>Class Album</p> <p>Skills: Listening and appraising. Performance. Composing. Music Technology.</p> <p>Content:</p> <p>Students compose or perform their own song or piece of music to make a class album. They also design the album art work to accompany the design.</p>	<p>Film music:</p> <p>Skills: Listening and appraising. Composing. Music Technology.</p> <p>Content:</p> <p>Students learn about film music and use music technology to compose their own film piece.</p>

[Type here]

Music Programme of study

				as well as an assessment dhol performance.		
	<p>Key learning:</p> <p>Singing more challenging repertoire in whole class, small group and solo contexts singing with increased confidence and musical expression</p> <p>Performing different parts of a pop song including chords, riffs, basslines and percussion parts as part of a small band performance</p> <p>Performing full songs with expression to a live audience</p> <p>Developing a sense of musical style and expression in performances.</p>	<p>Key learning:</p> <p>Performing different parts of a pop song including chords, riffs, basslines and percussion parts as part of a small band performance</p> <p>Performing full songs with expression to a live audience</p> <p>The key musical terms and features of Bhangra.</p> <p>Listening to music and writing about it in prose using correct musical terminology</p> <p>Students confidently appraise their musical work and that of others using musical terminology and action planning following this evaluation.</p>	<p>Key learning:</p> <p>Develop keyboard skills learning to play a larger range of melodies and learning to play with correct fingering with two hands.</p> <p>Developing a sense of musical style and expression in performances.</p>	<p>Key learning:</p> <p>Singing more challenging repertoire in whole class, small group and solo contexts singing with increased confidence and musical expression</p> <p>Performing different parts of a pop song including chords, riffs, basslines and percussion parts as part of a small band performance</p> <p>Performing full songs with expression to a live audience</p> <p>Developing a sense of musical style and expression in performances.</p>	<p>Key learning:</p> <p>Singing more challenging repertoire in whole class, small group and solo contexts singing with increased confidence and musical expression</p> <p>Performing different parts of a pop song including chords, riffs, basslines and percussion parts as part of a small band performance</p> <p>Performing full songs with expression to a live audience</p> <p>Developing a sense of musical style and expression in performances.</p>	<p>Key learning:</p> <p>The key film music devices</p> <p>How to listen to a range of film music</p> <p>The difference between diegetic and non-diegetic music</p> <p>To compose using Logic Pro</p> <p>To compose music for a film scene.</p>

[Type here]

Music Programme of study

Year	Autumn One	Autumn Two	Spring One	Spring two	Summer one	Summer two
8	<p>Pop Music performance</p> <p>Skills: Performance. Self-appraisal and evaluation.</p> <p>Content: Students learn to perform Memories by Maroon Five as a class and in small bands. Including the chord pattern, bass line, lead and backing vocals.</p>	<p>Covers</p> <p>Skills: Performance. Self-appraisal and evaluation. Composing.</p> <p>Content: Students learn the chords and vocals of 'Imagine' by John Lennon and then make their own cover in a style of their choice.</p>	<p>Blues</p> <p>Skills: Performance. Self-appraisal and evaluation. Composing. Research.</p> <p>Content: Students learn about the Blues, including the musical features and historical background of the style. They learn to play the 12-bar blues, improvise using pentatonic and blues scales and compose a blues song.</p>	<p>Blues</p> <p>Skills: Performance. Self-appraisal and evaluation. Composing. Research.</p> <p>Content: Students learn about the Blues, including the musical features and historical background of the style. They learn to play the 12-bar blues, improvise using pentatonic and blues scales and compose a blues song.</p>	<p>Trailblazers:</p> <p>Skills: Listening and appraising. Research. Composing.</p> <p>Content: Students learn to identify and recognize the musical elements and instruments of the orchestra. These skills will then be used to study pieces from the BBC 10 Pieces, Trailblazers series. Students will explore the music and context of these pieces, including compositions by inspirational women/trailblazers.</p>	<p>Music in advertising Joint project with ICT</p> <p>Skills: Listening and appraising. Composing. Music Technology.</p> <p>Content: Students compose a jingle and background music to accompany the radio adverts produced in ICT lessons.</p>
	<p>Key learning: Singing in class and small group performance with</p>	<p>Key learning: Singing in class and small group performance with</p>	<p>Key learning: Composing songs to a given structure.</p>	<p>Key learning: Listen and analyse music with increasing understanding and use of musical terminology</p>	<p>Listen and analyse music with increasing understanding and use of musical terminology Learn about key musical works by inspirational/trailblazing comp</p>	<p>Key learning: Composing and improvising short melodies over given</p>

[Type here]

Music Programme of study

	<p>increasing confidence and expression</p> <p>Keyboard skills-performing triad chords and basic chord progressions with one hand or two including a bass note.</p> <p>Performing as part of small group performances maintaining their own part, performing in time and with increasing awareness of the contribution of others</p> <p>The key musical terms and features of pop music</p>	<p>increasing confidence and expression</p> <p>Keyboard skills-performing triad chords and basic chord progressions with one hand or two including a bass note.</p> <p>Performing as part of small group performances maintaining their own part, performing in time and with increasing awareness of the contribution of others</p> <p>Making changes to an original version of Imagine.</p> <p>What a cover is and how to identify and describe the changes made to original songs.</p>	<p>Keyboard skills-performing triad chords and basic chord progressions with one hand or two including a bass note.</p> <p>Improvising using pentatonic and blues scales over chord progressions.</p> <p>The key musical features and evolution of the blues</p>	<p>Learn about key musical works by inspirational/trailblazing composers including: Florence Price, Delia Derbyshire and Bacewicz. Analysing these pieces using the musical elements and how to compose using them as a stimuli.</p>	<p>composers including: Florence Price, Delia Derbyshire and Bacewicz. Analysing these pieces using the musical elements and how to compose using them as a stimuli.</p>	<p>chord patterns.</p> <p>Composing songs to a given structure.</p> <p>The conventions of music in advertising.</p>
--	---	---	--	--	--	---

[Type here]

Music Programme of study

		Listen and analyse music with increasing understanding and use of musical terminology				

Year	Autumn One	Autumn Two	Spring One	Spring two	Summer one	Summer two
7	<p>Greatest Showgirl Pop Music performance</p> <p>Skills: Performance. Self-appraisal and evaluation.</p> <p>Content:</p> <p>Students prepare and rehearse songs to perform as a whole year group choir to parents. They also learn simple keyboard chords and drumbeats for the songs.</p>	<p><u>Musical elements and Rhythm</u></p> <p>Skills: Listening and appraising. Performing. Composing. Notation.</p> <p>Content:</p> <p>Students learn the main musical elements and learn to identify them aurally as well as using them in a composition. Students learn the rudiments of pulse and rhythm. They will learn basic rhythmic notation.</p>	<p>Samba:</p> <p>Skills: Listening and appraising. Performing. Composing. Notation.</p> <p>Content:</p> <p>Students improve their performing and rhythmic skills through learning about Samba. They play the school samba set in class performances and then create a small</p>	<p><u>Notation</u></p> <p>Skills: Listening and appraising. Performing. Composing. Notation.</p> <p>Content:</p> <p>Students learn to read and write music using traditional notation and graphic notation.</p>	<p><u>Notation</u></p> <p>Skills: Listening and appraising. Performing. Composing. Notation.</p> <p>Content:</p> <p>Students learn to read and write music using traditional notation and graphic notation.</p>	<p>Animals:</p> <p>Skills: Listening and appraising. Research. Composing. Music Technology.</p> <p>Content:</p> <p>Students learn the elements of music and put them into practice by composing their own Carnival of the Animals, using Logic Pro. They use Camille Saint-Saens Carnival of the animals as a musical model,</p>

[Type here]

Music Programme of study

		They will learn to aurally dictate rhythms and compose a short piece using them.	group composition using the knowledge they have gained. Students improve their performing and rhythmic skills through learning about Samba. They play the school samba set in class performances and then create a small group composition using the knowledge they have gained.			listening to and appraising the piece.
	<p>Key learning:</p> <p>Singing unison and part songs with good intonation and timing as part of a class performance and full year performance.</p> <p>Learn to give suggestions to improve their own and others work</p>	<p>Key learning:</p> <p>Learning the elements of music including: Tempo, Texture, Timbre, Dynamics, Pitch, Duration, Attack and Decay and silence. Learn to identify them aurally and describe what they hear.</p> <p>Aurally dictating rhythms.</p> <p>Performing rhythmic patterns and ostinatos in time and maintaining own part</p>	<p>Key learning:</p> <p>Performing in time with a sense of pulse</p> <p>Performing rhythmic patterns and ostinatos in time and maintaining own part</p> <p>Composing rhythms</p> <p>Composing call and response and unison rhythms.</p> <p>Composing a full samba piece in a small group</p>	<p>Key learning:</p> <p>Performing from rhythmic and melodic notations</p> <p>Keyboard skills- simple melodies with one hand from notation</p> <p>Composing a piece and graphically notating it.</p>	<p>Key learning:</p> <p>Performing from rhythmic and melodic notations</p> <p>Keyboard skills- simple melodies with one hand from notation</p> <p>Composing a piece and graphically notating it.</p>	<p>Key learning:</p> <p>Learning the elements of music including: Tempo, Texture, Timbre, Dynamics, Pitch, Duration, Attack and Decay and silence.</p> <p>Learn to identify them aurally and describe what they hear.</p> <p>Learn about the Carnival of the Animals by Camille Saint-Saens and listen to movements in detail.</p>

[Type here]

Music Programme of study

		Perform using a range of percussion instruments Performing from rhythmic notation. Composing ostinato patterns	The key features of Samba.			Basic music technology skills using Logic Pro X Composing their own Carnival of the Animals using starting points/musical models
--	--	--	----------------------------	--	--	---

[Type here]

Music Programme of study

[Type here]

Music Programme of study

[Type here]

Music Programme of study