Music Programme of study

Year	Autumn One	Autumn Two	Spring One	Spring two	Summer one	Summer two
9	Pop Music performance	Keyboard skills	Talent show	Bhangra	Class Album	Film music:
	Skills: Performance. Self- appraisal and evaluation.	Skills: Performance. Self-appraisal and evaluation.	Skills: Performance. Self-appraisal and evaluation.	Skills: Listening and appraising. Research. Performance.	Skills: Listening and appraising. Performance. Composing. Music	Skills: Listening and appraising. Composing. Music Technology.
	Content:	Content:	Content:	Students learn to play	Technology. Content:	Content:
	Students learn to perform Memories by Maroon Five in small bands. Including the chord pattern, bass line, lead and backing vocals.	Students focus on their keyboard skills and work through a range of pieces, increasing in difficulty. Assessed solo performance.	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.	the dhol drum. They learn to play a range of dhol routines, leading up to the Chaal beat. Students learn the key facts about Bhangra including: background information/its inception, instrumentation and key artists. Students learn to listen to remixes. What a remix is and complete a range of comparative listening examples.	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.	Students learn about film music and use music technology to compose their own film piece.
				Students complete a listening assessment		

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

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

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increasing confide		Keyboard skills-	Learn about key musical works	osers including: Florence Price,	chord
nce and expressio	n nce and expression	performing	by inspirational/trailblazing comp	Delia Derbyshire and Bacewicz.	patterns.
		triad chords and	osers including: Florence Price,	Analysing these pieces using	
Keyboard skills-	Keyboard skills-	basic	Delia Derbyshire and Bacewicz.	the musical elements and how to	Composing
performing	performing	chord progressio	Analysing these pieces using	compose using them as a stimuli.	songs to a
triad chords and	triad chords and	ns with one hand	the musical elements and how to		given structur
basic	basic	or two including a	compose using them as a stimuli.		e.
chord progression		bass note.			
with one hand or	with one hand or				The
two including a	two including a	Improvising using			convntions of
bass note.	bass note.	pentatonic			music in
		and blues scales			advertising.
Performing as par		over			
of small	of small	chord progressio			
group performance	• • •	ns.			
es maintaining	es maintaining				
their own part,	their own part,	The key musical			
performing in time		features and			
and with	and with	evolution of the			
increasing	increasing	blues			
awareness of	awareness of				
the contribution o	f the contribution of				
others	others				
The key musical	Making changes to				
terms and feature	s an original version				
of pop music	of Imagine.				
	What a cover is				
	and how to				
	identify and				
	describe the				
	changes made to				
	original songs.				

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

	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.
Key learning:	Key learning:	Key learning:	Key learning:	Key learning:	Key learning:
Singing unison and part songs with good intonation and timing as part of a class performance and full year performance. Learn to give suggestions to improve their own and others work	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. Aurally dictating rhythms. Performing rhythmic patterns and ostinatos in time and maintaining own part	Performing in time with a sense of pulse Performing rhythmic patterns and ostinatos in time and maintaining own part Composing rhythms Composing call and response and unison rhythms. Composing a full samba piece in a small group	Performing from rhythmic and melodic notations Keyboard skills- simple melodies with one hand from notation Composing a piece and graphically notating it.	Performing from rhythmic and melodic notations Keyboard skills- simple melodies with one hand from notation Composing a piece and graphically notating it.	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. Learn about the Carnival of the Animals by Camille Saint-Saens and listen to movements in detail.

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

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