

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	The Elements:  Key skills	STOMP	Darkwood Manor	African drumming and historical content	Intro to music tech	Making the band
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Enjoy making music with others</li> <li>Develop internal sense of pitch and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Read, write and play crotchets, quavers, rests, triplets and semiquavers using Kodaly method</li> <li>Develop sense of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in responding to a stimulus</li> <li>Using skills from autumn term to create a composition</li> </ul>	<ul style="list-style-type: none"> <li>Sense of pulse</li> <li>Maintaining and creating compound rhythms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Sense of pulse – playing in time with a metronome</li> </ul>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> <li>Read lead sheet.</li> </ul>
<b>Instrumental competence and music technology</b>	<ul style="list-style-type: none"> <li>Basic keyboard and instrumental skills alone and with the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Play rhythms using body and 'STOMP' percussion</li> </ul>	<ul style="list-style-type: none"> <li>Use of different instruments and basic sound effects to create atmospheric compositions</li> </ul>	<ul style="list-style-type: none"> <li>Djembe drumming: two tones, unison and polyrhythms</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal of previously learned keyboard skills</li> </ul> Music tech: <ul style="list-style-type: none"> <li>Loops</li> <li>Record chords, bass line, riff.</li> <li>Edit: trim, copy, paste, quantise, delete.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> <li>Create contrast within given structure (rhythms, dynamics, articulation).</li> </ul>
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Rehearse rhythms and pitches as a whole class – teacher led.</li> <li>Following a leader</li> <li>Ensemble sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Whole class, teacher led rehearsal</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas, making decisions together</li> </ul>	<ul style="list-style-type: none"> <li>Crate and rehearse with others</li> <li>Empathy</li> <li>Awareness of timbre combinations</li> </ul>	<ul style="list-style-type: none"> <li>Whole class modelling of effective ensembles</li> <li>Small group rehearsing and arranging</li> <li>Listening to others, sharing ideas, making decisions together</li> </ul>		<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>Dynamics, melody and harmony</li> <li>Understand meaning of songs and sing expressively</li> </ul>	<ul style="list-style-type: none"> <li>Rhythms, dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Musical elements</li> <li>Compositional devises – drone, chromatic and ostinato</li> </ul>	<ul style="list-style-type: none"> <li>Context and history of traditional African drumming and songs</li> </ul>	<ul style="list-style-type: none"> <li>Sequencer</li> <li>Loops</li> <li>Riffs, chords, bass lines and melodies.</li> <li>Structure</li> </ul>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> </ul>
<b>Composition and improvisation</b>		<ul style="list-style-type: none"> <li>Compose rhythms and arrange rhythmic pieces with others</li> </ul>	<ul style="list-style-type: none"> <li>Composing using a basic structure with contrasting sections</li> </ul>	<ul style="list-style-type: none"> <li>Arrange songs and drumming accompaniment in small groups</li> <li>Improvise drum rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Arrange loops into simple ABA piece</li> <li>Compose riff</li> </ul>	Making the band
<b>Assessment</b>	Small group composition and performance to the class	Small group rhythm composition  Listening test: elements, rhythms, instruments and elements in	Performing composition to a live audience to tell the story	Small group performance of composition arrangement	Recording of composition	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> <li>Read lead sheet.</li> </ul>

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	Keyboard skills	Traditional West African singing	• Whole class band	• Film music	• Traditional music – From another culture	
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo.</li> </ul>	<ul style="list-style-type: none"> <li>Singing in harmony</li> <li>Singing in tune</li> <li>Sense of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, understanding of how meaning connects to sound.</li> <li>Develop use of musical elements to represent meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Apply all previously developed general musicianship strengths to a new style of music in performance and composition.</li> </ul>	
<b>Instrumental competence and music technology</b> <b>Principles of practice in every scheme</b>	<ul style="list-style-type: none"> <li>Know where notes are on the keyboard</li> <li>Basic music theory</li> <li>Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Singing melodies and harmonies in tune alone, with the whole class and in small groups</li> <li>Djembe drumming: complex polyrhythms</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	
<b>Ensemble skills</b>		<ul style="list-style-type: none"> <li>Whole class modelling of effective ensembles</li> <li>Small group rehearsing and arranging</li> <li>Listening to others, sharing ideas, making decisions together</li> </ul>	<ul style="list-style-type: none"> <li>Whole class modelling of and participation in ensemble.</li> <li>Musical sensitivity.</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class improvising and composing.</li> <li>Small group improvising and composing.</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>	<ul style="list-style-type: none"> <li>Play chosen traditional music in whole class and small group ensembles.</li> </ul>	
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>Musical elements, bass lines and melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Context and history of traditional African drumming and songs</li> </ul>	<ul style="list-style-type: none"> <li>Riffs, chords, bass lines and melodies.</li> <li>Structure: verse, chorus, stops.</li> <li>Texture: creating contrast</li> </ul>	<ul style="list-style-type: none"> <li>John Williams and his context.</li> <li>How musical elements are used to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Language and contextual understanding related to chosen traditional music.</li> </ul>	
<b>Composition and improvisation</b>		<ul style="list-style-type: none"> <li>Arrange songs and drumming accompaniment in small groups</li> <li>Improvise drum rhythms</li> </ul>		<ul style="list-style-type: none"> <li>Improvising and composing on themes and for short sections of film as a whole class and in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and/or compose in the style of chosen traditional music in small groups and on music technology.</li> </ul>	
<b>Assessment</b>	Keyboard performance	Small group performance of arrangement of song	<ul style="list-style-type: none"> <li>Whole class band performance as a part of whole year group performance.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of small group composition for film clip.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of composition in the style of chosen traditional music.</li> <li>Listening test: Film music, chosen traditional music, staff notation and elements in popular songs.</li> </ul>	

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Keyboard skills (chords and performing)	Making the band	Songwriting/protest songs (history curriculum link)		Jazz/Civil Rights/Protest Songs	
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Understanding how to build a major and minor chord, musical memory, and confidence performing chords solo and as part of a group performance.</li> </ul>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> <li>Read lead sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, confidence to express personal feeling and/or meaning through music.</li> </ul>		<ul style="list-style-type: none"> <li>Apply all previously developed general musicianship strengths to a new style of music in performance and composition.</li> </ul>	
<b>Instrumental competence and music technology</b>  <b>Principles of practice in every scheme</b>	<ul style="list-style-type: none"> <li>Know where notes are on the keyboard</li> <li>Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> <li>Create contrast within given structure (rhythms, dynamics, articulation).</li> </ul>	<ul style="list-style-type: none"> <li>Music tech:</li> <li>Recording multiple parts through midi and audio.</li> <li>Edit: trim, copy, paste, quantise, delete.</li> </ul>		<ul style="list-style-type: none"> <li>Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms.</li> </ul>	
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Transferring solo skills into a group performance of a song using chords</li> </ul>	<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>			<ul style="list-style-type: none"> <li>Play and improvise Jazz in whole class and small group ensembles.</li> </ul>	
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>Riffs, chords, bass lines and melodies.</li> </ul>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> </ul>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> <li>Lyric writing</li> </ul>		<ul style="list-style-type: none"> <li>Language and contextual understanding related to Jazz, including Jazz's role in the Civil Rights movement.</li> <li>Swung rhythms, syncopation, breaks, walking bass lines.</li> <li>Nina Simone and Billie Holiday.</li> </ul>	
<b>Composition and improvisation</b>		<ul style="list-style-type: none"> <li>Arrange a small group performance of a popular song.</li> </ul>	<ul style="list-style-type: none"> <li>Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies.</li> </ul>		<ul style="list-style-type: none"> <li>Improvise in 'breaks' in jazz style.</li> </ul>	
<b>Assessment</b>	Keyboard performance	<ul style="list-style-type: none"> <li>Small group performance of popular song.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of song</li> </ul>		<ul style="list-style-type: none"> <li>Recording of composition in the style of chosen traditional music.</li> <li>Listening test: Film music, chosen traditional music, staff notation and elements in popular songs.</li> </ul>	