



	Year 7	Year 8	Year 9
Autumn Term 1	<p>Initial assessment of prior knowledge.</p> <p>Become familiar with the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure. Listen to how these are used in Saint Saens 'Carnival of Animals', 'Danse Macabre', Dukas' 'Sorcerer's Apprentice', and Anna Clyne 'Night Ferry' (poem The Ancient Mariner). Students explore how these elements can be combined and used expressively in response to a set of programmatic composition briefs: The Journey, Lifecycle, The Cavern, Autumn, The Mills.</p> <p>+ Develop basic keyboard skills – bronze/silver courses</p> <p>+ Develop vocal skills: singing traffic light, Boom chicka, 'Be the best you can be'.</p> <p>Clear understanding of technical vocabulary, 5C's, how their work is marked and what they need to do in order to make progress.</p>	<p>Musical Design unit with specific focus on Ternary Form. Aurally identify structure through John Williams 'Star Wars', 'ET', Chopin 'Raindrop Prelude', Dvorak 'Largo' from the New World Symphony. Ternary form performances of chosen piece (with keyboard function skill focus). Create a Ternary form composition for a Celebrity food programme TV theme using a given chord sequence.</p> <p>+ Keyboard skills: ACMP, intro/ending, fill functions.</p> <p>+ Be the best you can be song</p> <p>Musician Research that pushes each pupil to contextualise the work of a composer in relation to country & period</p>	<p>Blues unit through which they are introduced to the fundamentals that underpin our pop music today: Riff and Chords.</p> <p>Pupils learn about landmark musicians: Bessie Smith, Billie Holiday, Louis Armstrong, Ledbelly, Howlin Wolf etc</p> <p>Group rehearsal and performances of 'Blues in A', development of improvisation skills based on the Blues scale through call 'n' response. Develop songwriting skills as they compose an authentic/modern day Blues song.</p> <p>+ Blues inspired pop songs: Mike Thompkins acappella arr Rollin in the deep – Adele</p> <p>+ Bass Riff, Drum shuffle pattern, Guitar chords, keyboard chords</p> <p>Musician Research that enables each pupil to contextualise the genre</p> <p>Songwriting AAB</p>
Threshold Concept	Communication or 'Musicality' Repetition v contrast	Repetition v contrast Melody writing - conjunct	Chords Blues Scale
Assessment Milestones	Programmatic IRD group composition	Ternary form performance Celebrity food theme	Group performance 'Blues in A' Blues Song
Autumn Term 2	<p>Explore Graphic Notation. Listen and follow scores of Cathy Berberian 'Stripsody', Stockhausen 'Zyklus', Britten 'Dawn Interlude'. Interpret the 'Haunted House' graphic score or 'Sound Patterns 4' by Bernard Rands through group</p>	<p>Sounds and textures Unit which introduces Intervals and Parallel Motion. Listen to Bach 'Brandenburg concerto', Vivaldi 'Four seasons 'Autumn', Queen 'Killer Queen'. Rehearse & perform 'Sequencing 6ths' in</p>	<p>Ground Bass Variations project exploring this composition technique through group performance projects based on Pachelbel 'Canon', Nyman 'Timelapse'. Students listen to Adagio from Mahler's Symphony No.1 (Frere</p>

	performance. Compose their own Graphic score based on suggested titles. + Carols! <i>+ Continue to develop keyboard skills</i> <i>+ 'Be the Best' filming with DMP Incorporating language and vocabulary learnt to confidently self and peer assess performances.</i>	parallel motion. Pupils compose a short piece that moves in parallel 3rds, 4ths, 6ths. <i>+ Sednalo E Djore Dos (Bulgarian Knitting song) in + Carols</i> <i>Music literacy: consonance, dissonance, harmony and intervals.</i>	Jacques), Philip Jones Brass Ensemble variations, 'Sonnerie' by Marais and compare to re-mix by Steve Martland. Students develop their own set of variations over 'Ladye Marian's ground' on instruments/Garageband /Sibelius compositions ext. <i>+ Carols</i> <i>Staff notation.</i>
Threshold Concept	Communication or 'Musicality'	Equal temperament Intervals	Chords Melody writing
Assessment Milestones	Graphic score performance Graphic score composition	Performance of 'Sequencing 6ths' Parallel motion composition	Performance of Pachelbel 'Canon' Ground Bass Variation composition
Spring Term 1	Instruments of the orchestra: develop instrument recognition, explore instrument techniques and landmark pieces such as Purcell/Britten 'Young Person's Guide to the Orchestra', Rossini 'William Tell Overture', Bizet 'Habanera'. Become familiar with the principals of acoustics and how instruments work: create their own instrument! Explore Bach/Stokowski 'Tocatta and Fugue' and remix using samples. Teach staff notation. <i>+ Use keyboard/own instrument skills to perform arrangements of these orchestral landmarks</i> <i>Incorporating skills learnt into an ambitious large scale remix in pairs. Public critique.</i>	Indian Music: listening to a variety of traditional Indian music including Ravi & Anoushka Shankar, pupils become familiar with musical & cultural similarities & differences. Through improvisation pupils learn how to use Raga, Tala and drones to create Sangita. Looking at The Beatles, Punjabi MC, Andrew Lloyd Weber and Kula Shaker they explore how Indian Music influences music in the West. <i>+ Indian folk songs</i> <i>Research of Indian culture, instruments and musicians</i>	Pop Music Project: students follow their own interests and produce research, performance and composition in their chosen pop genre with a Bronze arts award option to extend work. Whole class coverage of Britpop v Club Dance. Paired electronic dance compositions using Cubase/Garageband software focusing on samples and effect processing. <i>+ Wonderwall</i> <i>+ Don't look back in anger</i> <i>+ Develop bass riffs, drum backbeat, chord vocab</i> <i>Research band/style/artist and express own opinions in response to chosen genre.</i>
Threshold Concept	Timbre & Sonority Repetition v contrast	Ensemble Pulse (Talas, matras, vibhags) Raga scales (meend)	Ensemble Pulse Chords
Assessment Milestones	Instrument invention Bach/Stokowski Remix	Indian Music Performances	Individual Pop project Electronic Dance Piece
Spring Term 2	Trip to the Halle Orchestra. Develop ensemble skills through G&S 'Pavane for Jack Point' whilst consolidating staff notation skills. Look at what makes a good melody and	Unit based on Musicals and songwriting. Listening focuses on Lloyd Weber songs from 'Cats', 'Phantom', Schonberg 'Les Miserables', Lionel Bart 'Oliver', Paul Williams 'Bugsy	Film Music unit introduced by the exploration of Leitmotif and Chromaticism in Verdi 'Dies Irae' and Wagner 'Ride of the Valkyries'. Students develop their own leitmotifs in response

	<p>then apply this to their own C major composition (intro Sibelius software): record/notate. + <i>Pitched percussion skills</i> + <i>4 chord a cappella songs with mobile technology</i> <i>Ensemble skills (maintaining part, timing, balance).</i></p>	<p>Malone', Bernstein 'West side story' and Schwartz 'Wicked'. Class performance of 'Consider yourself' from Oliver. Song writing developed through performance poetry focusing on Vaughan Williams 'Lark Ascending' + <i>Keyboard/instrument skills to play themes from musicals</i> + <i>Consider yourself song</i> <i>Apostrophe song</i> <i>Apostrophe song to consolidate rules of use.</i></p>	<p>to a film brief: Creatures from a distant planet. Students learn to play a variety of film themes by John Williams & James Horner: Star Wars, Hedwig's Theme, Titanic etc Wider exploration of Diegetic music and Underscores where students learn how to use Tritones, Glissandi, Chromatic melody, Drones and consider instrumentation. Ambitious large-scale film composition where students produce their own film theme, leitmotifs, diegetic and underscore to a real short film: 'More is less', 'Shadowscan', 'South'. <i>Language of film music. Express own ideas and experiments in track sheet/Sibelius/garageband.</i> + <i>DMP film pieces</i></p>
Threshold Concept	Ensemble Melody writing - conjunct	Ensemble Song writing	Dissonance, Tritone, Leitmotifs Structure
Assessment Milestones	Ensemble performance 'Pavane for JP': self and peer. C major composition: conjunct & notation skills	Apostrophe Test Vocal performance 'Consider yourself'	Film Theme performance Film Composition
Summer Term 1	<p>Rhythm & Pulsation: explore rhythmic notation, time signatures & metre through multi layered rhythm pieces inspired by Stomp. Explore Bernstein 'Mambo' and perform '10 piece Mambo'. Gabriel Prokofiev 'Concerto for Turntables': BYOD explore EJaying, found sounds, and use samples to create a rhythmic composition with Cubase software/Garage Band. + <i>African Stick passing game</i> <i>'Sansa Kroma' song.</i> + <i>Oom pah pah (Oliver) song</i> <i>Develop rhythmic literacy and</i></p>	<p>Unit based on Rondo form. Exploration of ambitious structures using Refrain and Episodes which develop their awareness of the balance between repetition and contrast in successful compositions. Focus on Haydn 'Trumpet Concerto', Mozart '4th Horn concerto', Poulenc 'Carillon'. Whole class Rondo working in sectional groups. + <i>Mozartissimo song</i> <i>Develop ensemble GCSE skills.</i></p>	<p>Minimalism unit introduced by John Adams 'Short Ride in a Fast machine'. Explore Steve Reich phasing technique, addition/subtraction, displacement and layers of ostinato. Class performance of 'Clapping Music'. Students become familiar with Handel 'Zadok the Priest' and Philip Glass 'Akhnaten' to learn how to use shifting accents. Group composition using Minimalist techniques or Individual composition using Sibelius software. + <i>Tuned & untuned percussion techniques</i></p>

	become familiar with music technology vocabulary. 4,5	1,3,4	Rhythmic and metrical literacy, consolidation of staff notation skills. Revisit ensemble GCSE skills. 3
Threshold Concept	Pulse – rhythm, metre Rhythmic motifs	Ensemble Repetition v contrast	Pulse – rhythm, metre Ensemble Rhythmic/melodic motifs
Assessment Milestones	Ensemble performance of multi layered rhythm pieces Rhythmic composition	Rondo Performance	Minimalist composition
Summer Term 2	<p>'Pentatonic march' performance to consolidate time signatures and ostinati. Whole class Rondo 'Bread Tune' – students improvise Pentatonic responses then notate. Pair Q & A composition. Explore Trad Music of British Isles through class performance of 'St George & the Dragon' Mummings Play and music: Jigs, reels, hornpipes, brawls.</p> <p>+ <i>We shall not give (Q+ A song)</i> + <i>Horses Brawl</i> + <i>Black is the colour</i> <i>Develop metrical literacy and script work based on 'St George and the Dragon'.</i></p>	<p>Project based on Indonesian Gamelan. Pupils explore how Gamelan textures based on Heterophony are created. Learn traditional pieces: 'Baris', 'Topeng Tua' and 'Lancharan' and use alongside shadow puppetry to create a show. Options: Boastful Gecko, Balinese Monkey Dance, Balinese old man masked dance (TBC)</p> <p>+ <i>Balinese Lullaby 'Putri cening ayu'</i> <i>Develop ensemble skills and composition techniques using Balungan, and then melodies based on the Diminution and Augmentation of it.</i></p>	<p>Oppression: introduced by Shostakovich 'Symphony n0 10'. Students respond to poem 'Unspoken' and develop performance poetry over a chord sequence in response to injustice in the world today. Followed by Reggae unit exploring the relationship between politics, culture (including drugs, racism, prejudice) and music by a focus on the life of Bob Marley. Students learn how to use skank chords, backbeat, and riffs to create Reggae style. Group performances of 'Reggae piece' and compose a Reggae song.</p> <p>+ <i>Three Little Birds</i> + <i>No woman no cry</i> <i>Songwriting.</i></p>
Threshold Concept	Pentatonic, modal. Communication.	Pulse – heterophony Communication. Ensemble. Slendro & Pelog scales	Communication Pulse Chords
Assessment Milestones	Q & A Composition	Heterophonic Gamelan composition Gamelan Performance	Performance poetry piece Reggae Performance & song