

Year Group	Topic	Lesson Content (Order)	What do pupils need to know	Skills/knowledge development	Cross Curricular Links/transferable knowledge	Assessment
Year 7	Singing and the elements	<p>Within this unit pupils will use their singing voices to explore the elements of music. They will learn how to perform simple rhythmic patterns, using notes ranging from semi-quaver to semi-breve, keeping to a consistent pulse. They will learn how to use rhythm grids to perform and compose rhythmic patterns, using standard notation in the latter half of the project.</p> <p>Pupils will compose their own rhythmic pattern in groups, performing out to the class using a variety of different rhythms.</p> <p>They will learn how to read simple rhythmic notation such as semibreve, minim, crotchet, quaver and semi-quaver.</p> <p>Pupils will explore West African drumming techniques and a song from the Congo.</p>	<ul style="list-style-type: none"> • Understand that all music has a pulse, and be able to clap it consistently. • To know and use different rhythms to make the music more interesting. • To understand that texture and timbre can be used to change music and make it more interesting. • To perform, compose and listen to a wide variety of rhythmic music. • Basic elements of music-dynamics, pitch, tempo and texture. 	<p>The elements of music</p> <p>Basic rhythmic notation</p> <p>Singing in unison and as a round.</p> <p>Body percussion</p> <p>Performing rhythms in unison and as polyrhythms</p> <p>Composing basic 4/4 rhythms</p>	<ul style="list-style-type: none"> • Numeracy – counting, adding, dividing beats • Literacy – Returning themes in poetry • PSHE – Confidence building whilst performing • Geography- West Africa and the Congo 	<p>Rhythm composition</p> <p>Vocal composition</p> <p>Rhythmic performance</p> <p>Key terminology quiz</p>
	Melody and chords Keyboard Skills	<p>Here pupils will engage in active music making and singing from the outset. They will engage in a variety of performance opportunities, both individual and in group performances. The main theme we will explore is that music is based on repeating patterns and how these patterns are formed. We will consider ascending and descending, pitch and timbres.</p> <p>They will be introduced to the instruments of the orchestra and begin recognising what these instruments sound like and how they are played.</p> <p>Pupils will gain basic keyboard skills and begin learning how to read standard notation, working on the rhythmic notation what we learnt last half term.</p>	<ul style="list-style-type: none"> • To be able to talk about melodies and discuss their shape, pitch, timbre etc. and distinguish between major and minor. • To perform melodies on the keyboard, with a simple drone accompaniment • Understanding of musical forms and structures • To know the four instrument families, some of the instruments belonging to each and begin to recognise them in a piece of music. • To perform a song using chords. • To be able to recognise major and minor chords on keyboard, and identify the type of chord 	<p>Reading and performing standard treble clef notation on the keyboard.</p> <p>Singing and accompaniment</p> <p>Exploring harmony through the keyboard and singing.</p>	<ul style="list-style-type: none"> • Art & Design – repeated and reoccurring pattern • Literacy – Returning themes in poetry 	<p>Melody on Keyboard</p> <p>Melody and/or chords performance</p> <p>Key terminology quiz</p> <p>Appraising test</p>

	<p>This topic will further develop pupils keyboard skills gained during the previous half term. They will aim to play with two hands – chords in right and single note bass line in the left hand. Pupils will build on their existing theory knowledge of pitch and melody, looking at how chords are formed and the differences between major and minor chords. Pupils listening skills will be developed as they begin to recognise major and minor sounds as well as the different types of chords. Pupils will continue to build on their understanding of written notation.</p>	<p>being played when performed in isolation and within a song.</p> <ul style="list-style-type: none"> To understand how to form chords and a simple bassline. 			
Riffs and Hooks	<p>In this topic pupils will engage with music making from the outset. They will listen to music and use their knowledge of the musical elements to discuss it and draw things out from the music. They will compose a riff and have access to music technology to write it out. Pupils will continue to build on their understanding of musical terminology and expand on this. Pupils will develop their reading of written notation.</p>	<ul style="list-style-type: none"> To be able to discuss riffs and hooks. To compose a riff and use music technology to record it. To identify and describe the Elements of Music 	<p>Exploring wider pitch range and more difficult notation on the keyboard.</p> <p>Rhythmic notation through body percussion.</p> <p>Music technology to support writing notation</p> <p>Composing a simple riff</p>	<ul style="list-style-type: none"> Art & Design – development of ideas Literacy – using key terminology 	<p>Riff composition.</p> <p>Appraising test.</p> <p>Key terminology quiz.</p>
Band Skills	<p>This SOW brings together everything we have done this year. It looks at keyboard, drum kit and vocal skills and combines them together in a performance task. The aim is for pupils to be able to play a piece of music in a small ensemble. Pupils need to count a steady pulse and work together to play the piece.</p>	<ul style="list-style-type: none"> To perform a short piece of music in an ensemble. To keep a steady pulse when working with other musicians. To be able to play a Popular Music song. 	<p>Ensemble skills.</p> <p>Keyboard Skills.</p> <p>Drum kit skills.</p>	<ul style="list-style-type: none"> Art and Design – Layers and structure Literacy – lyrical structure, rhyming phrases PSHE – Team work 	<p>Ensemble performance.</p> <p>Key terminology quiz.</p>

		Pupils knowledge of written notation will be challenged as they need to follow the music.		Using the ukulele to create harmony and play a riff Reading and performing standard treble clef notation.		
Year 8	Rhythms of the World	This topic will teach pupils to perform different drum strokes on a drum – bass, tone and slap. It then uses these to compose, perform and improvise simple rhythms, turning these into cyclic rhythms. These are then combined to form a polyrhythmic texture, characteristic of much African music. Pupils explore the effect of syncopation on rhythms, learning about its offbeat feel and its emphasis on weaker beats before exploring how call and response is used in African music.	<ul style="list-style-type: none"> To recognise, perform and create world music with an understanding of musical conventions and processes. To explore different rhythmic processes used in world music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities. To learn about different musical instruments and make connections between these sounds and timbres available within the classroom. Listen to a range of different World music, identifying characteristic musical features. 	Using world music to play different textures including polyrhythms and polyphonic pieces. Composing polyrhythmic rhythms	<ul style="list-style-type: none"> Art and Design – Layers and structure Numeracy – rhythm grids and patterns Literacy – lyrical structure, rhyming phrases, syllables PSHE – Teamwork, role of the ‘master drummer’ Geography – World Music, continents 	West African Music performance. Gamelan performance and composition. Samba performance and composition. Key terminology quiz.
	Gamelan	Pupils will develop their rhythmic performances and compose more complex rhythms in a samba style. They will have the opportunity to add melodic and vocal parts to their performances. Pupils explore the music of Gamelan- recapping note lengths, leading to a composition of a Gamelan piece exploring a pentatonic scale.				
	The Blues	This unit develops pupils’ understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure and walking bassline. Pupils can use this to develop their keyboard and ukulele skills. Pupils also explore the effect of adding a melodic improvisation using the Blues scale. This is culminated in a group	<ul style="list-style-type: none"> History of Blues Music What makes an “effective” improvisation Triads, the 12-bar blues, the blues scale, walking bassline, swing rhythms 	Using the keyboard and ukulele to explore the blues Adding a walking bassline to a chord progression. Exploring syncopated rhythms. Ensemble performance.	<ul style="list-style-type: none"> Numeracy - 12-Bar blues chord sequence can be related to repeating patterns and sequences Literacy – subject matter of blues songs; AAB structure of lyrics 	Blues ensemble performance. Blues ensemble composition. Appraising test.

		composition/performance where each of the skills they have learned in this topic are showcased.			<ul style="list-style-type: none"> in blues songs; storytelling • PSHE – slavery, oppression etc. • Geography – Africa, America • History – Slavery, Slave Routes and Slave Traders 	Key terminology quiz.
	Reggae	In this topic pupils explore reggae music and culture it comes from. After exploring the origins of reggae music, pupils learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music in this genre. Pupils explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music before looking at how “fragmented” melodic parts can be used as bass line riffs and melodic hooks. Pupils look at the famous reggae musician, Bob Marley and his influence on Rastafarianism to a worldwide audience. Pupils explore the different textural layers which make up reggae music before learning to play Three Little Birds. Pupils will then perform a band style ensemble of ‘Blinding Lights’ to demonstrate how we use the Reggae style in pop music.	<ul style="list-style-type: none"> • To recognise the stylistic conventions of reggae music • How chords contribute to the texture of a song • To recognise the key features of a reggae bass line • To understand syncopation and how it is used in reggae music • To identify the different layers that make up reggae music 	<p>Using the ukulele, keyboard or guitar to explore the genre of Reggae.</p> <p>Performing as an ensemble with the option to build texture through riffs and melodies.</p>	<ul style="list-style-type: none"> • Literacy – Jamaican “nation-language” and pronunciation of accent; themes in song lyrics; rhyming schemes • Geography – the Caribbean • R.E./PSHE – Rastafarianism • Technology – sound systems and amplification • P.E. – associated dance moves to Reggae and other Caribbean dances • Numeracy – counting – on-beat and off-beat; irregular beats 	<p>Reggae performance.</p> <p>Appraising test.</p> <p>Key terminology quiz.</p>
Year 9	Dance music and Music Technology	Pupils will explore dance music as a genre, exploring a variety of music technology resources. Pupils perform different parts to “Right Here, Right Now” creating a group arrangement using “phase in” and “phase out” techniques developing an awareness of how	<ul style="list-style-type: none"> • Learn about the key musical features of dance music and how it is constructed • Learn about the use of repetitive and changing rhythmic and melodic motifs in different styles of dance music 	Performing and writing more complex rhythms/melodies. Exploring Music Technology options to lead into a	<ul style="list-style-type: none"> • Numeracy – sequencing; cycles; patterns; scale pattern of C major • Art – minimalist art; patterns; methods of 	<p>Looping composition.</p> <p>Use of music technology.</p>

		<p>parts dropping out and coming back in are key features of minimalist and dance music. Pupils then use their knowledge, skills and understanding of music technology to compose their own piece of dance music. Pupils will begin by getting to know the software and completing short tasks to understand the commands. There will be a variety of short tasks that include composing a short motif and using various compositional techniques in the software to develop and enhance their melodic motif.</p>	<ul style="list-style-type: none"> • Learn how to combine and manipulate different motifs when performing and composing a piece of dance music • To understand how Music Technology works • Use Music Technology to compose a short minimalist piece 	<p>composition of a dance track.</p>	<p>graphically representing sounds/notation</p> <ul style="list-style-type: none"> • History – late twentieth-century trends in electronics • Geography – influences of dance music from around the world • Media Studies – use of dance music on TV. • Literacy – “performance directions”; instructions • ICT – looping; sampling; methods of digitally altering and manipulating sounds, use of software 	<p>Key terminology quiz.</p>
Film Music		<p>This topic will draw on a variety of skills acquired in previous KS3 topics including rhythm, melody and harmony and tonality. Pupils will learn about leitmotif and how music can reflect a certain character, place or thing. Pupils will gain a better understanding of the musical elements and use these to listen to and appraise music. Pupils will listen to a variety of film music extracts and consider each of the elements in relation to this. Pupils will also use their understanding of the elements to compose a piece of music to accompany a short cartoon clip.</p>	<ul style="list-style-type: none"> • To use the musical elements to discuss how the music is appropriate for and reflects the film • To use the musical elements to discuss the key features of hero and villain themes • To play a variety of leitmotif on piano • To compose a piece of music for a short clip using knowledge of the musical elements to ensure it is appropriate for and reflects that action on screen. 	<p>Reading and writing using standard notation.</p> <p>Performing 2 handed film pieces on the keyboard</p> <p>Composing for a scene</p>	<ul style="list-style-type: none"> • Media Studies – film music • Literacy – how the film impacts the narrative 	<p>Film Music composition.</p> <p>Appraising test.</p> <p>Key terminology quiz.</p>

		Pupils will perform examples of leitmotifs as a way of developing their keyboard skills and reading of written notation.				
Popular Music, parodies and song writing	<p>In this unit, pupils explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song.</p> <p>Pupils learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song, as well as how different textural layers combine vertically showing awareness of the different parts used in a popular song.</p> <p>Pupils explore hooks and riffs and learn about their function within popular songs.</p> <p>Pupils will learn what a parody is and use this as a basis to begin song writing. They will then use instruments or music technology to compose their own pop song.</p>	<ul style="list-style-type: none"> • About the different types and styles of songs from different times, places and styles • How popular songs have been performed in different arrangements by different groups and artists • About the importance of structure in popular songs • To create own popular song that uses structure, instrumentation, lyrics, chords, melody and other features learned about • Learn about hooks and riffs and how these have been used in popular songs 	<p>Exploring chord progressions through a variety of instruments.</p> <p>Lyrics writing to lead into original song writing.</p> <p>Using music technology to write a full composition</p> <p>Exploring other areas of the music industry</p>	<ul style="list-style-type: none"> • Literacy – Lyrics of different types of songs often relay a certain message, sometimes political e.g. protest songs; lyrical hooks; repeated phrases/refrain in poetry 	<p>Popular Music ensemble performance. .</p> <p>Appraising test.</p> <p>Key terminology quiz.</p>	