



Year Group	Year 7					
Subject intent	<ul style="list-style-type: none"> <li>- Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, composing and musicianship across a wide variety of historical periods, styles, traditions and music genres.</li> <li>- Revisit, remember and apply skills which have been previously taught throughout Foundation Stage, Key Stage 1 and Key Stage 2.</li> <li>- Develop a curiosity for the subject as well as an understanding of the importance of music in the wider community.</li> <li>- Use the musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.</li> </ul>					
Subject Implementation	<b>Autumn 1 ELEMENTS OF MUSIC</b>	<b>Autumn 2 KEYBOARD SKILLS 1</b>	<b>Spring 1 AFRICAN MUSIC</b>	<b>Spring 2 INSTRUMENTS OF THE ORCHESTRA &amp; WORLD</b>	<b>Summer 1 LATIN AMERICAN MUSIC</b>	<b>Summer 2 PROGRAMME MUSIC</b>
Knowledge	<ul style="list-style-type: none"> <li>- To learn the basic elements of music for the future development</li> <li>- To be able to understand the elements of music through singing and listening</li> <li>- To learn the musical terminology and vocabulary</li> <li>- To be able to recognise the elements of music through singing and</li> </ul>	<ul style="list-style-type: none"> <li>- To learn the musical notation for treble and bass clefs</li> <li>- To learn the music duration and rests</li> <li>- To develop the accuracy of keyboard playing by using correct pitch, rhythm and fingering</li> <li>- To be able to perform a piece of music on keyboard by using correct pitch, rhythm and fingering</li> </ul>	<ul style="list-style-type: none"> <li>- To learn how to play as part of an African Drumming ensemble</li> <li>- To understand the basics of reading and writing rhythmic notation</li> <li>- To gain the wide knowledge of African Music background and African instruments</li> <li>- To know how to play on djembe with different strokes</li> </ul>	<ul style="list-style-type: none"> <li>- To develop an understanding about orchestral instruments and families/sections of orchestral and world instruments</li> <li>- To learn about the features of the instruments and which belong to each section including their individual and characteristic timbres</li> <li>- To be able to identify different</li> </ul>	<ul style="list-style-type: none"> <li>- To learn and understand the cultural background of Latin American Music</li> <li>- To explore and recognise Latin American dance rhythms</li> <li>- To gain the wide knowledge of Latin American Music background and Samba instruments</li> <li>- To aurally recognise Samba instruments</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how music can be used to tell a story</li> <li>- To understand the purpose of 'Promenade'</li> <li>- To be able to compose a music by looking an image through imagination and creativity</li> <li>- To be able to recognise the musical elements in a piece of programme music</li> </ul>



	listening	- To be able to recognise the musical note names and duration	- To be able to improvise or/and compose call (question) and response (answer)	instruments, name and group them accurately  - To be able to recognise the instruments timbres through hearing	and their importance in Samba Batucada  - To be able to perform a 'main groove' as a whole class using percussion instruments and body percussion	- To understand how to plan and structure a composition
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Creative learner &amp; Reflective learner (Extending &amp; Developing musical ideas)</li> <li>- Team workers (Working as an ensemble / with a partner)</li> <li>- Self managers (Planning rehearsals)</li> <li>- Effective participators (Performing a finished music piece)</li> <li>- Independent (Practising with well-focus)</li> </ul>					
<b>Subject Impact</b>	<ul style="list-style-type: none"> <li>- Access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.</li> <li>- Develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.</li> <li>- Can be seen in students' skills to listen, appraise, compose and perform their own pieces and those of others.</li> <li>- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.</li> <li>- Students express themselves through making music and seen as a passion for and commitment to a diverse range of musical activities.</li> </ul>					
<b>Assessment</b>	Students will be having a written assessment about all the elements of music that they have learned.	Students will perform their keyboard piece at the end of the scheme of work.	Students will perform polyrhythm, call (question) and response (answer) on different instruments as an ensemble.	Students will be having a quiz about all the instruments of the orchestra that they have learned.	Students will perform 'Arriba' with a partner at the end of the scheme of work.	Students will perform a finished programme music composition to the class.



Year Group	Year 8					
Subject intent	<ul style="list-style-type: none"> <li>- Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, composing and musicianship across a wide variety of historical periods, styles, traditions and music genres.</li> <li>- Revisit, remember and apply skills which have been previously taught throughout Foundation Stage, Key Stage 1 and Key Stage 2.</li> <li>- Develop a curiosity for the subject as well as an understanding of the importance of music in the wider community.</li> <li>- Use the musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.</li> </ul>					
Subject Implementation	<b>Autumn 1 THRILLER</b>	<b>Autumn 2 BLUES</b>	<b>Spring 1 KEYBOARD SKILLS 2</b>	<b>Spring 2 STRUCTURE AND FORM</b>	<b>Summer 1 SONG WRITING</b>	<b>Summer 2 MUSICAL THEATRE</b>
Knowledge	<ul style="list-style-type: none"> <li>- To evaluate the use and manipulation of musical elements to represent film</li> <li>- To compose and extend musical ideas within a set time structure</li> <li>- To use the knowledge above to create, develop and extend music ideas within a set genre and structure</li> <li>- To be able to perform a thriller composition</li> </ul>	<ul style="list-style-type: none"> <li>- To learn about the musical and contextual features of blues music</li> <li>- To learn the different roles of music parts like melody, bass line, rhythm and chords</li> <li>- To learn about chord structure and harmony</li> <li>- To be able to perform 12-Bar Blues chords and notes, and melody</li> </ul>	<ul style="list-style-type: none"> <li>- To consolidate the knowledge of musical notation for treble and bass clefs</li> <li>- To further develop the recognition of the music duration and rests</li> <li>- To develop the techniques of keyboard playing</li> <li>- To be able to perform a piece of music on keyboard by using correct pitch, rhythm and fingering</li> </ul>	<ul style="list-style-type: none"> <li>- To develop the ability to recognise, explore and use different musical structures</li> <li>- To learn about the importance of contrast and variety in musical structures</li> <li>- To learn how to play musical pieces that demonstrate the various musical structures</li> <li>- To be able to create or arrange a simple composition</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to tell a story or communicate something important through writing as a form of expression</li> <li>- To understand why some songs are more successful than others</li> <li>- To identify, compare and evaluate elements of music</li> <li>- To be able to know the skills and techniques of</li> </ul>	<ul style="list-style-type: none"> <li>- To build valuable listening, arranging and performing skills</li> <li>- To learn the history and evolution of the musical theatre</li> <li>- To explore the characteristics of different musical theatre styles and how they have developed over time</li> <li>- To be able to know the skills and techniques of writing of performing a musical scene</li> </ul>



	- To be able to compose a thriller music by using the pitch and technique	- To be able to improvise on the keyboard by using Blues scale	- To be able to recognise the musical note names and duration		writing a song	
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Creative learner &amp; Reflective learner (Extending &amp; Developing musical ideas)</li> <li>- Team workers (Working as an ensemble / with a partner)</li> <li>- Self managers (Planning rehearsals)</li> <li>- Effective participators (Performing a finished music piece)</li> <li>- Independent (Practising with well-focus)</li> </ul>					
<b>Subject Impact</b>	<ul style="list-style-type: none"> <li>- Access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.</li> <li>- Develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.</li> <li>- Can be seen in students' skills to listen, appraise, compose and perform their own pieces and those of others.</li> <li>- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.</li> <li>- Students express themselves through making music and seen as a passion for and commitment to a diverse range of musical activities.</li> </ul>					
<b>Assessment</b>	Students will perform their thriller composition with a partner while watching a short thriller scene.	Students will perform 12-bar blues chords, walking bass, melody and improvise blues notes with a partner.	Students will perform their keyboard piece at the end of the scheme of work.	Students will perform their theme and variations composition with a partner.	Students will perform or sing their music composition as an ensemble.	Students will perform (drama and singing) their selected musical scene as an ensemble.



Year Group	Year 9					
Subject intent	<ul style="list-style-type: none"> <li>- Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, composing and musicianship across a wide variety of historical periods, styles, traditions and music genres.</li> <li>- Revisit, remember and apply skills which have been previously taught throughout Foundation Stage, Key Stage 1 and Key Stage 2.</li> <li>- Develop a curiosity for the subject as well as an understanding of the importance of music in the wider community.</li> <li>- Use the musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.</li> </ul>					
Subject Implementation	<b>Autumn 1 REGGAE</b>	<b>Autumn 2 CLASSICAL REMIX</b>	<b>Spring 1 POPULAR MUSIC</b>	<b>Spring 2 UKULELE</b>	<b>Summer 1 FILM MUSIC</b>	<b>Summer 2 MUSIC PROGRAMMING</b>
Knowledge	<ul style="list-style-type: none"> <li>- To gain the wide knowledge of the evolvement of Reggae music and its cultural background</li> <li>- To be able to learn to sing and play a Reggae Music</li> <li>- To know the term primary chords and identify the chords on a keyboard</li> <li>- To be able to play the chords of 'Three Little Birds' with syncopated rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how a remix can be created</li> <li>- To learn some famous classical music and appreciate it</li> <li>- To identify the difference between remix and cover</li> <li>- To be able to perform a famous classical melody</li> <li>- To be able to know how to create a remixed music by using different</li> </ul>	<ul style="list-style-type: none"> <li>- To gain the wide knowledge of the evolvement of Popular music</li> <li>- To understand the structure of pop songs</li> <li>- To learn the meaning and function for each element of the structure in pop songs</li> <li>- To be able to identify each element of the structure when listening to the pop songs</li> </ul>	<ul style="list-style-type: none"> <li>- To know a brief background about ukulele</li> <li>- To understand how to read ukulele tablature notation</li> <li>- To be able to play a variety of chords on ukulele</li> <li>- To be able to sing and play</li> </ul>	<ul style="list-style-type: none"> <li>- To learn how to perform music from a variety of different cultures, styles, genres and time</li> <li>- To understand how to create music for different occasions and purposes</li> <li>- To identify a range of key musical features and techniques</li> <li>- To learn how to compose a music</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to arrange a music by using Music ICT</li> <li>- To understand how to use different techniques to arrange a music</li> <li>- To develop the skills of utilising the prior musical knowledge to recreate the instrumental music</li> </ul>



	- To be able to play different instruments including keyboard, guitar, glockenspiel and drum	instruments	- To be able to sing or play the instruments with correct pitch, rhythm and technique			
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Creative learner &amp; Reflective learner (Extending &amp; Developing musical ideas)</li> <li>- Team workers (Working as an ensemble / with a partner)</li> <li>- Self managers (Planning rehearsals)</li> <li>- Effective participators (Performing a finished music piece)</li> <li>- Independent (Practising with well-focus)</li> </ul>					
<b>Subject Impact</b>	<ul style="list-style-type: none"> <li>- Access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.</li> <li>- Develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.</li> <li>- Can be seen in students' skills to listen, appraise, compose and perform their own pieces and those of others.</li> <li>- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.</li> <li>- Students express themselves through making music and seen as a passion for and commitment to a diverse range of musical activities.</li> </ul>					
<b>Assessment</b>	Students will perform 'Three Little Birds' as an ensemble by using different instruments.	Students will perform a remixed classical music as an ensemble by using different instruments.	Students will sing or play their chosen popular music as an ensemble.	Students will play the ukulele and sing their chosen song at the same time as an ensemble.	Students will perform their composition of the film clip that they have chosen with a partner while watching the clip.	Students will arrange a song with background instruments, tracks or loops by using Bandlab.