

Department	Course	Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Music	Key Stage 3 Music	7	<b>Singing Skills</b> Correct techniques for singing (posture/breathing/warming up). Ensemble skills (performing as a class).	<b>Keyboard Skills</b> Basic music theory (treble clef notation/note values/dynamics). Keyboard/piano skills (notes on the keyboard/hand positioning/identifying the correct hand to play each part with). Developing performance confidence.	<b>West African Drumming</b> Understanding different styles of African music (focus predominantly on West African music). Applying knowledge of note values to rhythms. Composing short rhythms independently and in small groups.	<b>Keyboard Skills 2</b> Securing understanding of basic music theory (with addition of bass clef). Develop keyboard skills through more complex pieces of music. Continue to develop performance confidence.	<b>Chords</b> What is a chord and how are they constructed? Understand and perform different types of broken chords. Compose a piece of music based around chords and melody using music technology.	<b>Band Project</b> Secure music theory knowledge through a group performance of a chosen piece of music. Small ensemble skills (performing and working together in small groups of different instruments). Explore different instruments e.g. Guitar/Ukulele/Voice.
		8	<b>The Blues</b> Explore what Blues music is and its importance in musical history. Perform key features of Blues (building on music theory understanding from Year 7). Performance skills - working in small groups to perform a piece of Blues music.	<b>Ragtime</b> What is Ragtime and how does it link to The Blues? Develop music theory understanding - focus on bass clef notation. Develop keyboard skills further through a more complex piece of music (more challenging hand positions/rhythms etc.).	<b>Hooks and Riffs</b> What are hooks and riffs and how are they used in different genres of music. Explore use of different instruments (keyboard/guitar/bass). Develop ensemble skills (working in groups with others).	<b>Reggae</b> How does reggae music closely link to hooks and riffs? Understand and perform key musical features of reggae music. Apply and secure performance confidence through further group performance.	<b>Music for adverts</b> Understand how music is used in radio and tv advertising and the impact this can have. Develop music technology skills using GarageBand. Develop composing skills - compose a radio advert and a tv advert (tv advert will have an imported video to compose in time to).	<b>Band Project 2</b> Secure understanding of music theory skills developed over the last two years. Group performance skills secured and a deeper understanding built on how musical layers work together. Instrumental skills developed on the pupils chosen instruments for the unit (keyboard/voice/guitar/bass/ukulele).
		9	<b>Britpop</b> What is Britpop music and why is it so important? Develop performance skills through working with others. Secure understanding of music theory (treble and bass clef/note values/identifying features in music).	<b>Popular music and songwriting</b> What are the key common features of popular music/songs? How to create a chord sequence and an appropriate melody to match. Secure music technology understanding through the use of GarageBand to record ideas.	<b>Musical decades research project</b> Independent research of an artist chosen by the pupil (to include a secure understanding of that artists genre of music and features). Develop pupils skills in learning a piece of music of their choice - how to find the relevant music and apply music theory understanding to learn the piece. Develop independent resilience.	<b>Film music</b> What is the purpose of music in film? How much of an impact does the music have on screen. Identify the musical features often used in film music to match different genres of film. Compose a piece of music to a film clip - secures understanding of how music must match the on screen action.	<b>Fusions</b> Explore music from different parts of the world. Understand how different styles of music can be fused together to create functional music. Develop composition skills by creating a piece of fusion music.	
	GCSE Music	10	<b>Grade 1 Theory essentials</b> Listening & Appraising - Area of Study 2: Vocal Music Purcell: 'Music for a While' Composing - introduction to notation software	<b>Grade 1 Theory essentials</b> Listening & Appraising - Area of Study 2: Vocal Music Queen: 'Killer Queen' Composing - chords and melody	<b>Listening &amp; Appraising - Area of Study 1: Instrumental Music 1700-1820</b> Bach: 'Brandenburg Concerto no. 5, 3rd movement' Composing - Developing a melody Performing - mock solo	<b>Listening &amp; Appraising - Area of Study 1: Instrumental Music 1700-1820</b> Beethoven: 'Pathetique' Composing - Begin Free composition Performing - mock ensemble	<b>Listening &amp; Appraising - Area of Study 3: Music for Stage and Screen</b> Williams: 'Main Title and Rebel Blockade Runner' from Star Wars Performing - solo/ensemble preparation	<b>Listening &amp; Appraising - Area of Study 3: Music for Stage and Screen</b> Schwartz: 'Defying Gravity' from Wicked Composing - Free composition Performing - solo/ensemble preparation
		11	<b>Listening &amp; Appraising - Area of Study 4: Fusions</b> Esperanza Spalding: 'Samba Em Preludio' Composing - Begin composition in response to Set Brief Performing - Prepare both performance pieces for recording	<b>Listening &amp; Appraising - Area of Study 4: Fusions</b> Afro Celt Sound System: 'Release' Composing - Both compositions completed in draft form Performing - Final performance recordings	<b>Listening and Appraising- Revise set works in preparation for final exam</b> Composing - both free composition and set brief composition to be refined and submitted Performing - performance work completed in previous term	<b>Listening and Appraising- Revise set works in preparation for final exam</b>		