

		Term 1		Term 2		Term 3	
No. of Weeks		7	8	7	5	6	7
Topic Title and NC link		Musical elements	Percussion	Beginners Keyboard	Introduction to Ukulele	Musical Futures – Just Play!	Musical Futures – Just Play!
Year 7	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will learn about the core 'Musical Elements'. Students will know the meaning of the following: dynamics, duration, tempo, structure, pitch, texture and timbre. Students will know what an ensemble is.	Students will know what percussion, polyrhythm, rhythm and beat mean. Students will develop their knowledge of the musical elements, including structure, rhythm, duration and dynamics.	Students will know how to read Treble Clef sheet music. Students will know how to identify which note is which on the keyboard. Students will know what sharp and flat notes are. Students will know what melody, bassline and chords are. Students will know the importance of using the correct fingers when playing the piano.	Students will know what a chord is. Students will know what a chord diagram is, and how to read one. Students will know the names for the main sections of a ukulele (body, neck, head, strings, tuning pegs and frets). Students will know 4 chords on the ukulele: C, Am, G and F. Students will know where in the world the Ukulele originated from.	Students will know the four chords on their individual instrument, or the appropriate striking techniques for the Djembe. Students will know what a backing track is. Students will know what makes a good performance. Students will know how to read the chord diagrams for their chosen instruments.	Students will know what a click track is. Students will develop their knowledge of what makes a good performance. Students will develop their knowledge of the four chords on their individual instrument, or the appropriate striking techniques for the Djembe. Students will know what ensemble skills are and their importance in producing a good performance.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will develop performing skills such as timing, dynamic control and the ability to count musically. Students will also develop ensemble skills such as team work, confidence and improve their listening skills.	Students will develop their ability to perform on a percussion instrument, as part of an ensemble, and compose an interesting piece of music, using the musical elements to guide their composition. Students will continue to develop their performing skills such as timing, dynamic control and the ability to count musically. Students will also further develop ensemble skills such as team work, confidence and improve their listening skills. Students will use a rhythm grid to begin to understand how to count and keep in time with a group.	Students will be able to play a piece of music, using the knowledge of notation and where the notes are on the keyboard, using all five fingers on one hand, in the correct order. They will continue to develop the performance skills such as timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence and improve your listening skills. In addition to this they will start to develop the ensemble skill of communication.	Students will be able to read a chord diagram and translate the information onto a Ukulele. They will be able to play the chords A minor, G major, C major and F major. They will continue to develop the performance skills such as timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence and communication and improve their listening skills.	Students will be able to play Am, G, C and F on your chosen instrument or the correct striking techniques on the Djembe. They will be able to play a chord to a rhythm. They will continue to develop the performance skills such as timing, and the ability to count musically. They will also further develop ensemble skills such as team work, confidence and communication and improve your listening skills.	Students will develop their ability to play within a band by learning how to take musical direction from other members of your band, and give them. They will learn to play, as a band, along to a click track, rather than a backing track. They will continue to develop the performance skills such as timing, and the ability to count musically. They will also further develop ensemble skills such as team work, confidence and communication and improve their listening skills.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	The musical elements are the core foundation of music. Students will build an understanding of the key vocabulary within music. This unit will identify and address any misconceptions from KS2. They will begin to explore creating music through the use of body percussion and their voices. This will then be the foundation for all of the units that follow/	Rhythm is a key focus for this unit and, through exploring it, students will develop their ability to keep in time with other musicians. This skill will be the foundation for all future units, with many units containing performance-based assessments. Students will also develop their understanding of Tempo, building on their learning from Term 1.	Keyboard skills are core to most musical compositions and performances throughout the curriculum of music. Students will build a foundation knowledge of music notation. Students will learn how to problem solve and work independently on a musical instrument. Students will develop their understanding of the musical elements, building on term 1.	Students will be introduced to basic instrumental skills through learning the ukulele, building on skills learnt from their primary music lessons. This be the foundation for learning the guitar in the future. Students will learn how to work as an ensemble and improve their musical listening skills. Students will begin to understand the musical elements and their importance in music performance.	Students will develop their rhythm and timing and build on the instrumental skills they have learnt in term 4 and 5. Students will develop their ensemble skills using a combination of instruments to create a whole class ensemble, these instruments will include the ukulele and keyboard.	Students will develop their rhythm and timing and build on the instrumental skills they have learnt in term 4 and 5. Students will develop their ensemble skills using a combination of instruments to create a mini band, these instruments will include the ukulele and keyboard. To develop from term 5, students, in their small bands, will be performing along to a click track, rather than the full backing track, which means their listening skills will develop, alongside their communication skills.

		Term 1		Term 2		Term 3	
No. of Weeks		7	8	7	5	6	7
Topic Title and NC link		African Drumming	Folk song	The Blues	Reggae	Rhythm and Beat/STOMP	Just play
Year 8	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will know what the names of the three key striking techniques are (bass, tone, slap). Students will also know the correct hand positions and shapes for each striking technique and the correct way to hold the Djembe. Students will know what a polyrhythm and a cyclic rhythm are.	Students will know what 'folk song' is, and what it is used for. Students will know what a pentatonic scale is and what oral tradition is. Students will know how to play a piece of folk music from both British folk and Chinese folk cultures.	Students will know where blues music originated, and the history behind it. Students will know what chords, the '12 bar blues' structure, the blues scale and improvisation are. Students will also know the importance of blues music as one of the first contemporary genres of music, which influences all genres of music that followed.	Students will know the key features of Reggae music, including instrumentation, skanking and lyrical content. Students will also know about the development of reggae music, through the genres of Ska and Rocksteady, and the social and historical factors which lead to its origins. Students will also know what a syncopated rhythm is and what genres have developed from Reggae. For example, Drum 'n' Bass.	Students will know what Timbre, Ostinato and Structure are. Students will know how the materials, size and construction of an instrument causes it to have a different timbre to another instrument. Students will also know that using a variety of instruments with different timbres can help a composition become more interesting.	Students will know what makes a good performance, how to use musical signals to lead or follow during a performance, how to use dynamics to create a better performance and how to rehearse a piece of music.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will develop the skill of playing the Djembe properly by being able to play the Bass, Tone and Slap striking techniques, whilst holding the Djembe properly. They will be able to play a cyclic rhythm as part of a polyrhythm, as an ensemble. They will continue to develop the performance skills of timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication and improve their listening skills.	Students will be able to sing or play a pentatonic scale melody as part of an ensemble and they will continue to develop the performance skills of timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication and improve their listening skills.	Students will be able to play the 12 bar blues structure, using C, G and F, as part of an ensemble. They will also be able to play a short improvisation, using the blues scale. They will be able to perform as a duo on keyboard and be able to appraise peer performances, giving feedback on what went well and areas for development. They will continue to develop the performance skills of timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication and improve their listening skills.	Students will be able to play the A major, D major and E major chords on piano using a syncopated rhythm. They will also continue to develop the performance skills of timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication and improve their listening skills.	Students will be able to play your percussion instrument in the standard way and also be able to think creatively about different ways to create different timbres using the same instrument. They will be able to work on a composition over an extended series of time, developing sections based on the feedback they receive. They will be able to lead your group through a performance. They will continue to develop the performance skills of timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication and improve their listening skills.	Students will be able to play the new four chords required for the new medley of songs. You will continue to develop your ability to perform, in a band, to a click track. They will also develop their ability to take and give musical direction within a band. They will begin to learn how to be flexible within a performance and use dynamics as a group, rather than as an individual. They will continue to develop the performance skills of timing, dynamic control and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication and improve their listening skills.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Students will explore their first genre of world music. Students will build on their learning from their year 7 percussion unit by exploring more complex rhythms. Students will demonstrate that they have learnt and can apply these skills to another genre of music. This will then lead onto learning for the Dance in other cultures unit	Students will continue to explore music through different cultures and histories. Students will explore the importance of lyrics within music. Students will begin to understand how the socioeconomic climate can affect the development of a genre of music, which is the key focus for unit 201ta in Year 10.	Introduction to world music and contextualising music within different cultures and histories. Students will build on the keyboard skills they learnt in year 7, being able to play chords, melody, bass line and create improvised melodies. Students will develop their learning of musical notation to read musical scores whilst playing the keyboard.	Students will continue to explore world music, as a development of the previous units. Students will build on their keyboard skills they developed in the Blues music unit by improving their fluency and developing their finger dexterity. Students will continue to develop their ability to read musical notation while playing on the keyboard as part of an ensemble.	Students will build on their creative approach to composition. They will use and build on the musical elements they have touched on across year 7 and 8. They will use complex rhythms and structures to create a piece of music. Students will look at the performance element of music by thinking about audience.	Students will develop their performance skills. Students will have developed their listening skills so their focus for this unit will be developing their use of dynamics and communication to create a more engaging performance. This links to the performance unit (202ta) at KS4.

		Term 1	Term 2	Term 3
	No. of Weeks	8	7	6
	Topic Title and NC link	Covers and Arrangements	4 Chord Song – Band Skills	Working to a brief music
Year 9	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	Students will know what covers, arrangements and appraisal are. Students will develop their knowledge of what the musical elements are. Students will learn how to appraise music, based on their knowledge of the musical elements and how to create a cover of a song. Students will know how altering particular musical elements within a piece of music can drastically affect the emotion and sound in a piece of music.	You will know what a band is, what makes an effective individual practice, what makes an effective group rehearsal, how to lead a rehearsal and what a rehearsal plan is. Students will know what the four chords are for their individual instrument. Students will know what makes a good performance, the ensemble skills required to be a member of a band and the appropriate techniques for playing their individual instrument.	will equip you with the skills to respond to a brief within a professional music environment. You will be expected to have created your own musical performance, using the skills you have developed throughout all of Year 7, 8 and 9. You will Create a musical performance to fit a given brief, perform your response to the brief as a small ensemble and respond to your performance through self and peer assessment. You will know what a brief, stimulus, set-list, rehearsal plan, rehearsal diary and target audience are. You will know what Health and Safety is, and what considerations you may need to make for a live performance. You will also know how to aim your musical performance at a target audience.
	<i>Pupils should be able to do... (Skills being developed)</i>	Students will be able to create a cover of a song. They will be able to appraise a piece of music, using the musical elements to describe the music and be able to perform your cover of a song to an audience. They will continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve their listening skills.	Students will know what a band is, what makes an effective individual practice, what makes and effective group rehearsal, how to lead a rehearsal and what a rehearsal plan is. They will develop the rehearsal skills of communication, listening and focus and continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve their listening skills.	Students will develop the skill of time management. They will also develop your rehearsal skills through creating and using a rehearsal plan and rehearsal diary effectively. They will be able to develop a musical performance aimed at a set target audience. They will continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. They will also further develop ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve their listening skills.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	This unit helps students understand the importance of listening and analysing music. Students will use their knowledge of musical elements to describe the differences between two versions of the same song, which will develop their listening and aural analysis skills.	Students are asked to form mini-bands, students will have to work as an ensemble and use their listening skills to re-create a pop song. Students will build on their lyric writing skills from year 8 to compose their own pop song. Students can use instruments they have learnt across year 7 and 8.	You will develop the skill of time management. You will also develop your rehearsal skills through creating and using a rehearsal plan and rehearsal diary effectively. You will develop your creativity. You will be able to develop a musical performance aimed at a set target audience. You will continue to develop the performance skills of timing, dynamic control, individual instrumental skill and the ability to count musically. You will also further develop ensemble skills such as team work, confidence, communication, flexibility, using group dynamics and improve your listening skills.