

YEAR 7 MUSIC CURRICULUM PROGRESSION OVERVIEW

The Y7 curriculum is designed in a way that allows students, whether they are new to the subject or not, to explore, experiment and flourish in the practical learning environment. Throughout the year, students will learn skills & techniques in listening, composing and performing which they can then apply to work they create themselves. How to work successfully in a group is also a key focus in lessons with time being spent on developing skills such as cooperation, time management. Lessons are designed so that every individual can succeed. Students are primarily concerned with two musical endeavours- performance and composition. The performance pieces students learn model how their subsequent compositions should be constructed.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Instruments of the Orchestra/Keyboard Techniques	Film Music/Study of John Williams	Form and Structure	Variations/Graphic Score
Crucial Knowledge	Knowledge: Layout of a Piano/Keyboard, Treble Clef, Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C", MRSF	Knowledge: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Dynamics, Texture Interval of a 5 th , Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.	Knowledge: Question and Answer/Call and Response, Phrase(s), Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody, Drone, Ostinato, Harmony, Treble Clef Pitch Notation, Sonority	Knowledge: Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass, Pitch, Tempo, Dynamics, Texture, Counter Melody, Timbre and Sonority, Articulation (Legato and Staccato), Inversion, Retrograde, Retrograde Inversion, Pedal (Pedal Note, Pedal Point), Drone, Melodic Decoration, Ostinato, Tonality, Major, Minor.



	Techniques: Developing keyboard skills Listening skills (Identifying instruments) Fingering (1-5)	Techniques: Developing keyboard skills Listening skills (major, minor) Fingering (1-5) Intro to Composition-MRSF	Techniques: Developing keyboard skills Listening skills Fingering (1-5) Composition	Techniques: Developing keyboard skills Listening skills Fingering (1-5) Composition using Graphic Score.
Why this learning now?	Year 7 is an important year in which to establish the relationships within the class. More time is given to build respect in this year, so students feel safe to perform. We introduce the basic skills and techniques in Y7 and mainly focus on getting the students used to performing and working together. Time is used for listening and class discussions as well as experimenting with sound and rhythms. As the year progresses, the students are then expected to become more independent and use skills and techniques in more challenging contexts and more proactively.	In Spring, students now need to apply their new skills The performance pieces from last term are used as a basis for composing their own work. They can now create simple melodies using major and minor. They can apply their own creativity to their compositions and introduce dynamics and texture. Students can refine their work and bring their own individuality and creativity to their work.	Composition is taken another step further this term and students will now use Structure and Form in their compositions. They will learn how to compose a piece based on the musical concepts already covered in performance and listening and use these as models for their own work. Students will include Sonority in their compositions as well as the skills and knowledge from prior learning	This scheme comes when students will have a solid grasp of the skills and techniques needed to be successful in composition. Graphic Score is introduced as another way of composing. Compositions are then performed by other students. Therefore, it's delivered towards the end of the year when students are feeling more confident in performing to their peers, clearly showing that relationships have been established well enough for students to feel at ease with each other.



Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Peer assessment of practical performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work.			
	Summative: Students will rehearse and perform a series of keyboard pieces; each one will be more difficult. They will be assessed against the skills and techniques taught and how confidently and accurately they perform. Feedback after assessment is given straight away.	Summative: Students will rehearse and perform 1 keyboard pieces, and a composition based around a film brief. There is also an exam this term which involves a listening test, a practical keyboard performance and a written paper on knowledge from Term 1.	Summative: Students will compose a piece of music for keyboard using Structure and Sonority. This piece will be performed, and feedback given afterwards.	Summative: Students will compose a piece of music in groups using Graphic Score. It will then be given to another group to perform. Feedback after assessment is given straight away.
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent. BBC Bitesize is also a good tool to help students revise for their Y7 written exam.			
Key Vocabulary (Etymology words)	Ostinato Pitch Dynamics Duration Tempo Texture Timbre Structure Silence	Chords Major Minor	Binary Ternary Rondo	Crescendo Diminuendo Piano Pianissimo Forte Fortissimo



Spiritual, Moral, Social and Cultural concepts covered	Provision for the spiritual development of pupils: When composing students use their imagination and creativity, especially in the Descriptive Music topic Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
Links to careers and the world of work	In class we will regularly refer to the work of a professional musician or composer, but also the whole team works together to make live performance a reality. Students study very successful professional compositions, including music that is used in advertisements, television and film. Students learn that composing music and performing music is a very real profession that is highly connected with the world of multimedia and is a global industry. Students watch musical performances by a range of professional artists and composers from a wide range of genres which enhances their understanding of the world of professional music making and the opportunities that lie in the wider world beyond the North East of England.



YEAR 8 MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 8, students continue to develop their knowledge and enjoyment of music through practical music-making on keyboards and percussion instruments. They explore the elements of music whilst developing their performing, composing and listening skills. They experience music in a variety of genres, styles, traditions and contexts. They continue to study music theory and how to read from western music notation which is extended in Year 8 to include the bass clef and harmony.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Reggae/African Drums	Bass clef	Music for Video Games	Musical Theatre
Crucial Knowledge	Musical Knowledge: Africa, rhythm, djembe, Open tone, High tone, Bass tone, Low tone, Call and Response, Master Drummer, repeat, structure, pattern, warm-up. Polyrhythm, Unison. Dynamics, Pitch, Texture. Offbeat Techniques: Learn about the key features of African music • Learn about African instruments and what they sound like • Perform call and response rhythms as a solo and as part of an ensemble • Compose a rhythmic composition employing rhythmic features of African music	Musical Knowledge: Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Techniques: Learn about bass clef notation • Perform a keyboard piece reading from bass clef notation • Compose and notate a piece using bass clef notation • Develop a knowledge of various bass clef instruments and what they sound like Developing practical keyboard skills using the left hand and Listening skills	Musical Knowledge: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo. Techniques: • Understand the various ways in which music is used within a range of computer and video games from different times. • Understand, describe and use common compositional and performance features used in computer and video game music. • Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.	Musical Knowledge: Orchestra, Ensemble, Structure, Opera, Rock Opera, Book Musical, Underscore, Origin, Character Song, Dialogue, Ensemble To explore a range of different types of Musical Theatre and develop an understanding of this genre. Techniques; Learn about the key features of Musical Theatre. Perform a short Vamp form Chicago using both hands. Students will be assessed on this. Develop an understanding of Opera and Rock Opera.



	Developing practical drumming skills and composing techniques. Listening skills Leadership		• Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. • Development of composition skills	
Why this learning now?	This topic builds on understanding of rhythm, beat and pulse which they learned about in Year 7. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic links to the Year 7 learning and will further their knowledge of pitch and notation.	In Spring, students now need to apply skills they were taught from Year 7. They can now create simple melodies and Leitmotifs for characters and add Sonority and Rhythms to their compositions. They can apply their own creativity to their compositions and introduce dynamics and texture. Students can refine their work and bring their own individuality and creativity to their work.	This topic explores the world of Musicals and musical films, this is linked to the Year 7 scheme where students looked at how Film Music and Underscore creates atmosphere and tension. Students will watch/listen to a variety of different types of musicals.
Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Peer assessment of practical performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work.			
	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Practical Keyboard Performance.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment.



	end of each lesson and given Peer assessment. Practical Assessment at the end of the term.	Written theory/practical text in this term	Practical Assessment at the end of the term.	Practical Assessment at the end of the term.
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent. Bitesize is also a good tool to help students revise for their Y8 written exam.			
Key Vocabulary (Etymology words)	Bass, Tone, Slap Call and Response Syncopation Off-beat rhythms Polyrhythm Unison Dynamics Texture.	Bass Line Bass Clef Root Note Bass line riff Alberti Bass Broken Chord Arpeggio Pedal Note	Chip tune/8 bit Ground Theme Sound Effect, Chiptune Synthesiser, Sampling, Cues, Ground Theme, Decision Motif, Jumping Bass Line,	Rock Opera Opera Libretto Underscore Character Songs Ensemble Orchestrations Book Musical
Spiritual, Moral, Social and Cultural concepts covered	Provision for the spiritual development of pupils: When composing students use their imagination and creativity Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Students focus particularly on this aspect when exploring music from around the world in Autumn Term1 (African Music)			
Links to careers and the world of work	All aspects of the Year 8 music curriculum develop skills related to careers in the music industry but mainly performing and composing Transferable employability skills include: Creativity The ability to collaborate and work with others Understanding patterns through listening and analysing music Developing confidence when performing to others.			



YEAR 9 MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 9, students continue to develop their knowledge and enjoyment of music through practical music-making on keyboards, percussion instruments, through regular singing and the use of music technology. They explore the elements of music whilst developing their performing, composing and listening skills. They experience music in a variety of genres, styles and contexts.

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1	Summer Term 2
Topic	Decades	All About the Bass	Minimalism/Variations	Hooks and Riffs
Crucial Knowledge	Musical Knowledge: Hook, Riff Melody, Chord Accompaniment, Texture Instrumentation, Form and Structure in Pop Music. Walking Bass Line. Techniques: Learn about the history and context of the popular song • Learn about different styles of popular music • Learn how to identify the key structural features of popular songs • Compose a chord progression.	Musical Knowledge: Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal. Techniques: Developing practical keyboard skills using the left hand and Listening skills Revision of bass clef and ledger lines • Perform a variety of bass lines reading the bass clef (Bass riffs, walking bass lines and ground bass) • Learn about a variety of bass clef instruments • Compose a ground bass to a given chord progression	Musical Knowledge: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo Techniques: Learn how pieces in variation form are structured • Learn about different ways in which a melody can be varied • Compose and notate a piece in variation form • Learn how to identify variation techniques when listening	Musical Knowledge: Repeat, Repetition, Repeat Symbol : , Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef, Bass Clef, Bass Line, Melody, Chords Techniques: • Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.



Why this learning now?	This topic builds on understanding of rhythm, beat and pulse which they learned about in Year 8. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic builds on the Bass Clef scheme of work studied in Year 8. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic builds on the Form and Structure Scheme studied in Year 7. Students will be much more confident in performing to each other and able to give feedback on each other's performances.	This topic builds on the Decades project taught earlier in the year. Students will be much more confident in performing to each other and able to give feedback on each other's performances.
Assessment Opportunities	Formative: Recall starters. Cold call and targeted questioning throughout the lesson. Peer assessment of practical performances mid-way through lessons to model and evaluate. Teacher to circulate the room to assess progress and give verbal feedback on how to improve work. Students complete formal performance assessments to the teacher at the end of every half term. Less formal assessments are conducted very regularly, including weekly recall tests and progress checks on performance skills and practical tasks.			
	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment. Practical Assessment at the end of the term.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Practical Keyboard Performance. Written theory/practical text in this term	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment. Practical Keyboard Assessment at the end of the term.	Summative: Recall and retrieval questions at the beginning of each lesson on prior learning. Retrieval questions at the end of each lesson based on content of that lesson. Students will perform at the end of each lesson and given Peer assessment. Practical Keyboard Assessment at the end of the term.
Learning at Home	Oak Academy lessons to help with revision and further exploration of skills if students are working from home or are absent. Bitesize is also a good tool to help students revise for their Y9 written exam.			



Key Vocabulary (Etymology words)	Hook, Riff Melody, Chord Accompaniment, Texture Instrumentation, Form and Structure in Pop Music. Walking Bass Line. Sample Sound, Synthesizer, Drum Loops	Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal. Ledger Lines	Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass, Pitch, Tempo, Dynamics, Texture, Counter Melody, Timbre and Sonority, Inversion, Pedal (Pedal Note, Pedal Point), Drone, Ostinato, Tonality, Major, Minor.	Hook, Melodic Hook, Rhythmic Hook, Verbal/LYRICAL Hook, Riff, Ostinato, Bass Line, Melody, Repeat, Repetition
Spiritual, Moral, Social and Cultural concepts covered	Provision for the spiritual development of pupils: When composing students use their imagination and creativity Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Students focus particularly on this aspect when exploring music from around the world particularly in the Decades Project.			
Links to careers and the world of work	The topics covered in Year 9 are very strongly linked to music-making in the modern commercial world. in class we will regularly refer to the work of a professional musician or composer, but also the whole team works together to make live performance a reality.			

