

Music	Autumn Year 7	Spring Year 7	Summer Year 7
	<p>Pentatonic Project Feeling, finding and sharing a pulse. Exploration of the pentatonic scale through playing, improvising and composing. Playing, composing and combining ostinato patterns. General musicality developed via regular singing.</p> <p>MILESTONE - Pentatonic Composition and Arriba performance and improvisation</p>	<p>Renaissance Music Organisation of musical material into melody and accompaniment. Feeling, finding and sharing a regular metre (duple and triple). Exploration of a 7 note scale and static harmony using drones (major and minor). Rhythmic ostinato patterns developed. Singing together, playing (and dancing) Renaissance dances and compose their own Pavane dances. Pupils will also recognise typical Renaissance instruments and understand their role within ensembles.</p> <p>MILESTONE - Renaissance Dance Music Listening Test</p>	<p>Descriptive Compositions Study of a particular piece of music and consideration of the ways in which composers can be musically descriptive. Past pieces include Saint-Saen's Carnival of the Animals and Holst's The Planets. Pupils will use and manipulate musical materials to compose descriptive compositions.</p> <p style="text-align: center;">HALF TERM</p> <p>Steel Pans Ensemble playing skills and instrumental techniques. Sharing a pulse whilst playing multiple independent parts some using syncopated rhythms. Introduction to triads. Development of musical memory through memorising melodies, chord progressions (16 bars) and bass lines. MILESTONE - Class steel pan performance</p>

Music	Autumn Year 8	Spring Year 8	Summer Year 8
	<p>Pop, Rock, Jazz and Blues 'What makes a good pop song'. Harmony (triads, chord progressions), rhythm (typical drum beats, fills, on and off beats, quadruple metre), bass lines (typical features, riffs), melodies (riffs, improvisation). Singing, performing, improvising, listening and composing. History and development of pop music from the blues.</p> <p>MILESTONE - 1 Written and Listening Test</p> <p>MILESTONE - 2 Pop/Rock/Jazz/Blues Composition</p>		<p>Escape from the Vernacular 'What is Music?'. Challenging understanding and expectations of musical features. Motif compositions, exploration of extreme and extended instrumental techniques and timbre.</p>
			<p style="text-align: center;">HALF TERM</p> <p>Steel Pans Ensemble playing skills and instrumental techniques. Sharing a pulse whilst playing multiple independent parts some using syncopated rhythms. Introduction to triads. Development of musical memory through memorising more complex melodies, chord progressions (32 bars) and bass lines. MILESTONE - Class steel pan performance</p>

Music	Autumn Year 9	Spring Year 9	Summer Year 9
	<p>Rite of Spring How emotion/mood can be created via music. Why was there a riot at the Rite? Exploration of extreme, unusual and unique musical features such as driving rhythms, irregular accented patterns, dissonance, unusual instrumentation and instrumental techniques, combinations of lines and layers. Listening and appraising and writing skills. Understanding of musical context e.g. ballet companies, musical expectations.</p> <p>MILESTONE - Listening Test on unheard music from the Rite of Spring</p>	<p>Javanese Gamelan Ensemble playing skills and instrumental techniques e.g. damping. Developing musical memory, internalising and recalling patterns. Responding to aural cues. Understanding of the place of Gamelan in Indonesian society and culture.</p> <p style="text-align: center;">HALF TERM</p> <p>Djembe Drumming Ensemble playing skills and instrumental techniques. Developing musical memory, internalising and recalling patterns. Responding to aural cues. Gaining some insight into the place of djembe drumming in West African society and culture.</p> <p>MILESTONE – Individual djembe drumming performance of taught rhythms.</p>	<p>Brazilian Samba Ensemble playing skills and instrumental techniques. Developing musical memory, internalising and recalling patterns. Responding to aural cues. Gaining some insight into the place of samba within Brazilian society and culture.</p> <p style="text-align: center;">HALF TERM</p> <p>Steel Pans Ensemble playing skills and instrumental techniques. Sharing a pulse whilst playing multiple independent parts some using syncopated rhythms. Introduction to triads. Development of musical memory through memorising more complex melodies, chord progressions (32 bars) with quicker an changing harmonic rhythm and bass lines. MILESTONE - Class steel pan performance</p>

Music	Autumn Year 10	Spring Year 10	Summer Year 10
	<p><i>Throughout all areas of study at GCSE pupils will have opportunity to respond to the music in a variety of ways. These will include singing, performing, composing, listening, analysing and appraising both individually and in groups.</i></p> <p>Foundation Term Understanding how major and minor scales are formed and how they relate to one another. Refresher of chord formation. Exploration of extended chords. How these relate to written music e.g. key signatures. Cadences. (Introduction to voice leading and four part harmony via Bach chorales). Developing Italian terms. Major/minor/modal. Specific key signatures. Monophonic, Polyphonic/contrapuntal (imitation), homophonic, melody and accompaniment. Typical instruments and voices. Renaissance instruments. Conjunct/disjunct, underlay (syllabic, melismatic), melisma, how melodies can be structured (Alle Psalite). Metre and links to time signatures. Rhythmic notation. Lookin at structures specific to individual pieces of music. Verse/Chorus, Ritornello. Development of Western Music. Need for notation. Development of more complex musical writing as a result of this. Dark Ages/Mediaeval and Renaissance.</p> <p><i>First solo performance</i></p>	<p>Concerto through Time Baroque Concerto (solo and concerto grosso) Classical Concerto Romantic Concerto</p>	<p>Conventions of Pop Rock and Roll of the 1950s and 60s Rock Anthems of the 1970s and 80s Pop Ballads of the 1980s and 90s Solo Artists 1990s to present day</p>

Music	Autumn Year 11	Spring Year 11	Summer Year 11
	<p><i>Throughout all areas of study at GCSE pupils will have opportunity to respond to the music in a variety of ways. These will include singing, performing, composing, listening, analysing and appraising both individually and in groups.</i></p> <p>Rhythms of the World North Indian Classical Music and traditional Punjabi Bhangra Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music Traditional West African drumming Traditional Calypso and Brazilian Samba Composition 1 submitted Solo Performance</p>	<p>Film and Games Music Music that has been composed specifically for a film Music from the Western Classical tradition that has been used within a film Music that has been composed as a soundtrack for a video game.</p> <p>Composition 2 submitted</p> <p>Ensemble performance</p>	<p>Revision and exam technique</p> <p>Listening and Appraising Exam</p>