

| Year 7             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                    | HT1 Topic/Unit:<br>Making Music Together<br>Taiko Drumming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | HT2 Topic/Unit:<br>Taiko Drumming<br>Keyboard fundamentals                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HT3 Topic/Unit:<br>Fundamental drum grooves<br>Orchestral melodies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | HT4 Topic/Unit:<br>Orchestral melodies<br>Minimalist composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | HT5 Topic/Unit:<br>Minimalist composition<br>Folk songs around the world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Key Content</b> | <p><b>Making music together</b><br/><i>Performance, composition</i></p> <p>In this unit, pupils are introduced to key musical terms allowing them to meaningfully interact with a range of different music.</p> <p>They build on prior skills with:</p> <ul style="list-style-type: none"> <li>Singing and composing</li> <li>Performing a song together as a group</li> <li>Exploring pulse</li> <li>Continuing to learn how to prepare and develop the voice for performance.</li> </ul> <p>They compose a piece of music to a stimulus experimenting with how they can use the elements of music creatively and effectively.</p> <p>There are a range of listening, performance and composition-based tasks to allow appropriate measurement of attainment and progress.</p> <p><b>Taiko drumming</b><br/><i>Performance, composition</i></p> <p>Pupils continue to enjoy making music in groups and explore extended structures for performance and composition.</p> <p>They develop their understanding of rhythm and its relationship with pulse and are introduced to shuffle feel.</p> <p>They build on prior skills with ensemble performance and create their own piece, with a focus on rhythmic elements, including silence and creative movement, within a style that offers scaffolded structures and rhythmic ideas.</p> <p>Pupils continue to learn about the importance of correct technique in performance.</p> | <p><b>Taiko drumming</b><br/><i>Performance/composition</i></p> <p>See HT1</p> <p><b>Keyboard fundamentals</b><br/><i>Performance</i></p> <p>Pupils continue to develop their performance skills and how to practise and rehearse.</p> <p>They start to develop keyboard fluency and extend their understanding of melodic shape and phrasing, learning simple approaches to performing with expression.</p> <p>They learn an ABA structured melody developing their sense of how music can be put together successfully.</p> | <p><b>Fundamental drum grooves</b><br/><i>Technology/composition</i></p> <p>Pupils develop their understanding of how music works, specifically:</p> <ul style="list-style-type: none"> <li>The role of the kick and snare in drum grooves</li> <li>The importance of the backbeat in pop music</li> <li>The balance of unity and variety in music.</li> </ul> <p>They are introduced to the basic functions of DAW recording and quantising, extending their understanding of rhythm and note durations through American notation terms.</p> <p>They consider phrasing from the perspective of a drum groove in contrast to melodic phrasing and the role the drummer or groove plays in an ensemble or piece of music.</p> <p><b>Orchestral melodies</b><br/><i>Performance</i></p> <p>Pupils continue to develop their performance and rehearsal skills and continue to develop keyboard fluency, learning to play out of position and across the whole C scale.</p> <p>They consolidate their skills of performing with both hands with a rhythmically simple left-hand part and of using notation in performance.</p> <p>They extend their understanding of expressive elements, including how they can use emphasis, dynamics and tempo.</p> <p>They develop their listening skills, learning how the main orchestral instruments work, their main roles and their timbre.</p> | <p><b>Orchestral melodies</b><br/><i>Performance</i></p> <p>See HT3</p> <p><b>Minimalist composition</b><br/><i>Technology/composition</i></p> <p>Pupils are introduced to new ideas of creating variety within a fundamentally repetitive structure, particularly the use of:</p> <ul style="list-style-type: none"> <li>Ostinati</li> <li>Changing textures</li> <li>Minimalist techniques such as retrograde</li> </ul> <p>They are introduced to improvising with pitch, using the pentatonic scale as a musical starting point.</p> <p>They develop their understanding of using a DAW for pitch as well as rhythmic composition.</p> <p>They reinforce their understanding of what makes a musical idea successful and continue to learn techniques for developing musical ideas.</p> <ul style="list-style-type: none"> <li></li> </ul> | <p><b>Minimalist composition</b><br/><i>Technology/composition</i></p> <p>See HT4</p> <p><b>Folk songs around the world</b><br/><i>Performance</i></p> <p>Pupils learn about the folk song tradition, continuing to learn about the pentatonic scale and modes as a compositional starting point.</p> <p>They sing songs changing from unison to harmony passages and the impact this can have.</p> <p>They develop keyboard skills, learning to:</p> <ul style="list-style-type: none"> <li>Move out of position within a phrase,</li> <li>Learning the notes outside C to C</li> <li>Reinforcing their understanding of crotchet, quavers and dotted rhythms.</li> </ul> <p>They learn about folk instruments outside of the orchestra and about alternative structures to ABA form.</p> <p>They also consider lyric writing and the relationship between lyrics and rhythm.</p> |

| Year 8             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                    | HT1 Topic/Unit:<br>Atmospheric Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | HT2 Topic/Unit:<br>Djembe drumming and rhythms from the regions of West Africa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | HT3 Topic/Unit:<br>EDM remixing<br>12-Bar Blues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HT4 Topic/Unit:<br>12-Bar Blues<br>Minor, major, keyboard skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | HT5 Topic/Unit:<br>Minor, major, keyboard skills<br>Reggaeton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HT6 Topic/Unit:<br>Singing together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Key Content</b> | <p><b>Atmospheric music</b><br/><i>Composition, performance</i></p> <p>This unit develops pupils' understanding of how musical ideas are created, shaped and developed using:</p> <ul style="list-style-type: none"> <li>• Motifs</li> <li>• Ostinati</li> <li>• Pedal notes</li> <li>• Trills</li> <li>• Chromatic movement.</li> <li>•</li> </ul> <p>Pupils explore the elements of music and instrumental techniques, including instrumental clichés, to understand how instruments are used effectively and in style.</p> <p>They learn how key, a sense of home note, timbre and chromatic movement influence mood and atmosphere, and what makes an idea sound convincingly musical in their own compositions.</p> | <p><b>Djembe drumming</b><br/><i>Performance/composition</i></p> <p>Pupils develop their ensemble skills and rhythmic understanding, performing and composing in:</p> <ul style="list-style-type: none"> <li>• Extended structures</li> <li>• 12/8 time signatures</li> <li>• Multiple rhythmic parts</li> </ul> <p>Allowing for part switching between more complex rhythms.</p> <p>They develop their understanding of syncopation through aural copying and grid notation.</p> <p>They create their own piece, focusing on rhythmic elements, with opportunity to build more complex polyrhythms and improvise extended rhythmic ideas.</p> <ul style="list-style-type: none"> <li>• They learn the key instruments and technique of drumming from the regions of West Africa.</li> </ul> | <p><b>EDM remixing</b><br/><i>Technology/Composition</i></p> <p>This unit extends pupils' understanding of pop drum grooves and bass patterns, while further developing confidence and creativity when working with a DAW.</p> <p>Pupils focus on:</p> <ul style="list-style-type: none"> <li>• Drum grooves, particularly four-on-the-floor</li> <li>• Composing syncopated basslines</li> </ul> <p>Widening their understanding of key pop music features.</p> <p>They explore arranging techniques and learn to use DAW tools such as:</p> <ul style="list-style-type: none"> <li>• Risers</li> <li>• EQ</li> <li>• Volume automation</li> <li>• To create effective build-ups, contrast and climactic moments in their music.</li> </ul> | <p><b>12-Bar Blues</b><br/><i>Performance/composition</i></p> <p>Pupils learn to play the 12-bar blues in a range of different ways, including:</p> <ul style="list-style-type: none"> <li>• Improvising with the blues scale</li> <li>• The boogie-woogie pattern</li> </ul> <p>They develop their keyboard skills, learning about and how to:</p> <ul style="list-style-type: none"> <li>• Play chords,</li> <li>• Use the blues scale to improvise within a fixed but more extended structure</li> <li>• Play more independent and syncopated parts on the keyboard.</li> </ul> <p>They develop their understanding of instruments, the role they play and the impact they have on the music.</p> | <p><b>Major, minor, keyboard skills</b><br/><i>Performance</i></p> <p>Pupils develop keyboard technique, becoming more fluent in:</p> <ul style="list-style-type: none"> <li>• Moving out of position</li> <li>• Playing the black keys</li> <li>• Playing longer, more complex melodic lines</li> <li>• Playing broken chords</li> </ul> <p>They develop their ability to perform expressively in more advanced keyboard music, including using rubato.</p> <p>They explore melodic techniques such as:</p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Anacrusis</li> <li>• The importance of phrase structure</li> </ul> <p>They start to understand the importance of the third in defining keys and how scales work.</p> <p>They develop their own creative ideas using other music as inspiration, learning more about what makes a piece successful.</p> <p><b>Reggaeton</b><br/><i>Technology/Composition</i></p> <p>Pupils develop their understanding of drum grooves, electronic dance music and how to create variation in music within a repetitive structure, extending their understanding of the importance of unity and variety in music.</p> <p>They develop their understanding of composing pop-style bass lines and the importance of the tonic.</p> <p>They learn about the impact of the musical features on the overall effect and continue to develop their ability to use a DAW creatively.</p> | <p><b>Singing together</b><br/><i>Performance</i></p> <p>This unit focuses on learning and performing two songs, with opportunities to explore melody, rhythm, harmony and style.</p> <p>Specifically, pupils develop their understanding of:</p> <ul style="list-style-type: none"> <li>• Warming up the body for singing</li> <li>• Developing their understanding of balance and tone quality</li> <li>• Singing in three-part harmony and</li> </ul> <p>How rhythm and emphasis in the phrase can have an impact on the feel of a performance.</p> |

| Year 9             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                    | HT1 Topic/Unit:<br>Harmonic progressions and basslines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | HT2 Topic/Unit:<br>Film Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | HT3 Topic/Unit:<br>Understanding Samba<br>Pop hooks and riffs by ear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | HT4 Topic/Unit:<br>Pop hooks and riffs by ear<br>Contemporary composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | HT5 Topic/Unit:<br>Contemporary composition<br>The sound of 90s grunge                                                                                                                                                                                                                                                                                                                                                                                                                                        | HT6 Topic/Unit:<br>Singing together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Key Content</b> | <p><b>Harmonic progressions and basslines</b><br/><i>Performance, composition</i></p> <p>Pupils extend their keyboard skills, focusing on developing the left hand and left-hand accompaniment patterns. They learn how to identify notes in the bass clef through performance.</p> <p>They further develop their understanding of harmony, including:</p> <ul style="list-style-type: none"> <li>Learning about triadic harmony</li> <li>How to build melodies and musical ideas with chordal harmony as a starting point</li> <li>passing notes</li> <li>The impact of the tonic and dominant notes of the scale</li> </ul> <p>They continue to learn about how they can develop their musical ideas.</p> | <p><b>Film Music</b><br/><i>Composition, performance</i></p> <p>Pupils develop their understanding of composing to a stimulus, exploring:</p> <ul style="list-style-type: none"> <li>Thematic and motivic development.</li> <li>The impact of tonality and dissonance on mood.</li> </ul> <p>They develop their understanding of how musical elements and techniques shape mood and impact</p> <p>They learn about:</p> <ul style="list-style-type: none"> <li>Musical cliches</li> <li>How orchestral instruments are used to create contrasting effects and support storytelling.</li> </ul> <p>They learn about leitmotif, continuing to develop their understanding of musical development.</p> | <p><b>Understanding Samba</b><br/><i>Technology, composition</i></p> <p>Pupils develop their composition skills through:</p> <ul style="list-style-type: none"> <li>Composing with extended chords and bass lines</li> <li>Extending their understanding of harmony.</li> </ul> <p>They develop their improvisation skills through:</p> <ul style="list-style-type: none"> <li>Learning extended strategies for successful improvisation within a more complex melodic structure and scales</li> </ul> <p>They continue to develop their ability to use a DAW creatively and bring different musical elements together (melody, harmony and rhythm) to show their understanding of how music works.</p> <p><i>See HT4 for pop hooks and riffs by ear</i></p> | <p><b>Pop hooks and riffs by ear</b><br/><i>Technology, composition</i></p> <p>In this unit, pupils develop their aural, performing and music technology skills. They learn to:</p> <ul style="list-style-type: none"> <li>Identify ascending and descending pitch by ear</li> <li>Recognise conjunct and disjunct melodic movement</li> <li>Describe and match timbres</li> </ul> <p>Pupils practise repeating syncopated and non-syncopated rhythms and utilise their drum groove understanding to work out specific drum patterns.</p> <p>They continue to develop their ability to use key DAW functions such as:</p> <ul style="list-style-type: none"> <li>Recording</li> <li>Quantising</li> <li>Selecting instruments</li> </ul> <p><b>Contemporary composition</b><br/><i>Technology, composition</i></p> <p>Pupils develop their understanding of musical starting points in composing, learning about:</p> <ul style="list-style-type: none"> <li>What might stimulate musical ideas in contemporary music</li> <li>How unity and variety can be found with more abstract musical ideas.</li> </ul> <p>They learn about the use of the voice, SATB vocal lines and develop harmonic understanding of:</p> <ul style="list-style-type: none"> <li>Dissonance and consonance</li> <li>The tone row as a musical starting point.</li> </ul> <p>They extend their understanding of how sampling can be used musically.</p> | <p><b>The sound of 90s grunge</b><br/><i>Technology, composition</i></p> <p>Pupils extend their understanding of writing with chords, bass lines and drum grooves, specifically:</p> <ul style="list-style-type: none"> <li>More creative use of the cymbals and drum fills</li> <li>Their understanding of unity and variety in successful composition within an extended pop structure.</li> </ul> <p>They learn about adapting an instrumental melody to a vocal melody to fit the rhythm of the words</p> | <p><b>Singing together</b><br/><i>Performance</i></p> <p>This unit focuses on learning and performing two songs, with opportunities to explore melody, rhythm, harmony and style.</p> <p>Specifically, pupils develop their understanding of:</p> <ul style="list-style-type: none"> <li>Warming up the body for singing</li> <li>Developing their understanding of balance and tone quality</li> <li>Singing in three-part harmony and</li> </ul> <p>How rhythm and emphasis in the phrase can have an impact on the feel of a performance.</p> |