

Year	What we do	When	How it helps students to develop our Alive theme (use language of descriptors if possible)
Year 7	<p>Exploring Graphic Score (alternative ways of writing music): This topic introduces students to different ways in which Music can be written – Graphic Score being one. This involves students interpreting images/graphics before composing their own melodies using graphic score.</p>	Term 1	<p>Though this is highly subjective there are some broad universal themes that students can use to create their score; this includes where you place the graphics on the page in relation to pitch and/or the length of graphic corresponding to the duration of the note intended.</p> <p>This helps students develop their individual understanding of music through written form and creative means, allowing them to create their own musical compositions as well as graphic scores. It exposes them to new ways of thinking and expressing musical ideas through visual stimulus.</p>
Year 8	<p>Modernism: This topic introduces students to a period of music that is characterised by radical composers that pushed the boundaries of music theory & composition (Debussy, Stravinsky, Schoenberg).</p> <p>There are several opportunities where cross-curricular links are made explicit and which help form the basis of assessment. Students are asked to use key compositional techniques in unique ways in response to a cross-curricular stimulus (Ballet, Fine Art, Poem).</p>	Term 3	<p>This helps students not only become familiar with a wider range of music that informs their understanding of musical history but it also provides lots of opportunity for students to draw upon compositional techniques; using them in their own interpretations. This therefore, supports individualist expression and empowers imaginative work.</p> <p>This is explicitly informed by cross-curricular teaching and so at any one time within the topic students are learning key compositional techniques on keyboard and working towards utilising them in unique ways for different art forms.</p>
Year 9	<p>The Blues: This topic enables students to explore the origins & development of The Blues; learning key musical devices that characterise the genre and use these creatively in a performance.</p>	Term 2	<p>This helps students gain a deeper understanding of social-justice; historical/socio-economic and cultural differences whilst using it to form genre-specific musical skills. This is highlighted when using the notes in the Blues Scale to improvise over the already learnt chords and walking bassline. This therefore simultaneously exercises their performance and improvisational skills – enabling a secure environment in which to experiment and share ideas with others.</p>

Music Year 7 Alive Themes

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1	We Can Question	Graphic Score: Introduction to Graphic Score and alternative means of communicating music through written means. We ask students to explain or re-interpret various symbols/graphics using musical terminology.	Using new forms of interpretive communication inspires students to inquire as to the intentions of the composer. Students can explore this within class when appraising the work of peers.
2	We Are Resilient	Pachelbel's Cannon: Students learn about the cannon – a musical structure that is notably made famous by the work of Pachelbel (a Baroque composer). Students learn how to perform various sections of his work in D-minor.	The lines of music increase in the level of demand required to perform them accurately and fluently. This therefore draws upon students' resilience to complete the task as best they can.
3 & 4	We Are Creative	Programme Music: Explore the work of Gustav Holst and his Planets suite. After learning how to recognise and perform motifs or ostinati from a particular piece they compose their own original work linked to particular planets.	This demands of students to use a range of performance/compositional techniques when composing to a particular stimulus. They can experiment, explore rhythmic and harmonic devices and listen to each other.
5	We Can Review	Fanfares: Explore the role of Fanfare throughout history and across different occasions. Analyse a number of melody's, clap/write the rhythm heard and then transfer the pitches heard to notation in booklet.	Students hear a range of examples of fanfare and are expected to review the context in which they might be performed, the rhythm and pitch played.
6	We Value Justice & Respect	Reggae: Introduce students to the origins and development of Reggae music which covers the Trans-Atlantic Slave Trade and then later the immigration of Caribbeans to England.	We cover a range of sensitive topics within this unit of work and so this demands of students to respect one another,

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1 & 2	We Are Interdependent	Klezmer: Students learn various building blocks that characterise Klezmer music. These are learnt in-turn with a view to combining them in a group performance.	This relies on student's mutual respect and interdependence when demonstrating their understanding of how the various techniques interlock.
2 & 3	We Can Communicate	Songwriting: Students study a range of elements linked to songwriting. They analyse work from key seminal songwriters drawing upon the harmony, melody, lyrics and rhythm	This helps students develop their emotional intelligence; gauging what should and should I not communicate and how should this been written and performed.
4 & 5	We Values Diversity of Choice	Modernism: Students listen to a wide range of musical styles/ compositional techniques, all of which are set against a backdrop of socio-political change. The challenges and varying views surrounding these are discussed and acknowledged across the class.	Students learn how musically extreme choices/theoretical models adopted at the time were influential on the music that followed. It allows students to develop an appreciation of ground-breaking and diverse musical styles.
5 & 6	We Value Faith	Indian Music: An intrinsic link to the uses of music in Indian Culture is Religion. Used across a number of Faiths practiced throughout India it is an area that is explored within class.	This exposes students to the range of Faiths practiced in India and highlights how music is used or contributes towards practicing Faiths including: Hinduism, Islam & Christianity.

Music Year 9 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1 & 2	We Value Justice & Respect	Blues: Discuss the Trans-Atlantic slave trade and the historical/cultural/political implications of this – making explicit reference to musical development and the universality of music.	Students understand the immoral and abhorrent historical truths surrounding the slave trade and furthermore can conceptualise the contribution this had on the origins of The Blues in the USA.
2 & 3	We Can Communicate	Film Music: A range of compositional techniques are explored here, each of which have a particular purpose and character and are used to enhance the moving image.	A central theme running throughout this topic is how music is used to communicate a feeling. This is shown through their compositional work in response to a film clip of their choice.
4 & 5	We Are Resilient	Into the 20th Century: Students explore a diverse range of artists who compose in a minimalist style. They then put into practice the learnt techniques – polyrhythms/accents-shifting/ostinato demanding a high level of musical ability.	The musical concepts practiced and refined are challenging as it demands a shift from what students had previously been used to. The shifting accents, odd metre and polyrhythmic texture add to the complexity of this topic and so demands a strong level of resilience.
6	We Are Interdependent	Musical Futures: Students work in groups learning a piece of their choice. Within the group, roles are divided up and rehearsed to ensure that everyone is included and knows what they have to perform and when.	This unit demands a level of independence, personal responsibility and cooperation; which combined leads to interdependence – being confident in the ability of others' leads to a strong performance.