

## Year 7 Music Curriculum Overview

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Aural awareness	Playing the Keyboard, Chords	Rehearsing and Ensemble skills, aural awareness	Musical Literacy, applied notation	Recording and mixing techniques	Reading from more complex notation, arranging
<b>Knowledge</b>	Graphic score notation, structure	Notation, major scales, chord formations	Programme Music, chromaticism, ostinato,	Fanfare rhythms, the Harmonic Sequence	Musique Concrete	Society, politics & religion in the West Indies
<b>Alive and British Values</b>	We are creative	We can contribute	We are interdependent	We value ourselves	We are organised	We can research
<b>Assessment</b>	Peer/teacher – performance	Self/teacher - performance	Peer/teacher – aural	Self/teacher – written	Self/teacher – aural	Peer/teacher – written
<b>Careers</b>	Facilitator	Musicologist	Composer	Performer	Producer	Historian

**How this builds on learning (knowledge and skills) from Key Stage Two:** Our students build on their previous knowledge and skills through performing, composing and listening. They develop the fluency, accuracy and expressiveness of their performances and their understanding of musical structures, styles, genres and traditions. They learn to listen with increasing discrimination and awareness to inform their practice as musicians.

## Year 8 Music Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Aural analysis, melodic construction, Ensemble performance	Lyric writing, word setting, Chord performance	Ensemble performance, vocal techniques, how to harmonise	Advanced keyboard techniques, complex rhythms,	Advanced pitch analysis, mathematical patterns in music	Ensemble skills, improvisation
<b>Knowledge</b>	Klezmer and the Jewish experience, non-Western scales, minor chords, inversions	Song structures, harmony and tonality, aural analysis		Modernism, impressionism, whole tone & octatonic Scales, accents, bi-tonality	Atonalism and serialism Historical enquiry	Indian Classical music and its historical, religious and social context
<b>Alive and British Values</b>	We value faith	We are organised	We are creative	We can research	We value ourselves	We can contribute
<b>Assessment</b>	Self/teacher - performance	Self/teacher - written	Self/teacher - recording	Peer/teacher - performance	Self/teacher - written	Peer/teacher - performance
<b>Careers</b>	Ensemble performer	Songwriter	Singer	Choreographer	Analyst	Ethno-musicologist

## Year 9 Music Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	Ensemble performance, reading complex notation, writing lyrics, historical enquiry	Keyboard techniques, improvisation, stylistic performance, aural awareness	Composing for media, sound design techniques, from improvisation to composition	Experimental & extended composing techniques, the language of dissonance, notation	Ostinato, cross-rhythms, phase shifting, augmentation and diminution	Performing and arranging, advanced aural awareness, how to rehearse
<b>Knowledge</b>	Origins of the Blues, Bristol and the Transatlantic Slave Trade	Influence of the Blues: Jazz, Rock n Roll and RnB	Film as an art form, cross-genre collaboration	The post war avant-garde, timbre, non-tonal chords	Minimalism and post-modernism	Song arranging, practicing to progress
<b>Alive and British Values</b>	We value ourselves	We are resilient	We can contribute	We value faith	We are organised	We are creative
<b>Assessment</b>	Self/teacher - written	Self/teacher - performance	Self/teacher - written	Self/teacher - written	Self/teacher - recorded	Self/teacher - performance
<b>Careers</b>	Social historian	Journalist	Composer	Researcher	Performer	Producer

**How will studying this subject in Key Stage Three help students to make their unique contribution to the world.**

We want all students to experience, engage with and develop an understanding of a wide variety of genres and styles of music, to develop the techniques and skills that enable them to create, play, analyse and critically listen, to appreciate the spiritual, historical, political and social forces that shape music and its role in the formation and expression of collective and individual personality.