

# Year 7

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p><b>Intro to Music</b></p> <p>The following will be of particular focus:</p> <p>learning to recognise and understand pitch, dynamics, duration, tempo, rhythm and texture and how these elements are used to create interest in music.</p> <p>understanding how music is organised through different methods of notation, practicing labelling notes and reading from notation.</p> <p>learning basic keyboard knowledge and playing a simple melody using notation.</p>	<p><b>Instruments of the Orchestra / Keyboard skills</b></p> <p>The following will be of particular focus:</p> <p>Learning about the context of the orchestra and how to recognise the different instrumental families of the orchestra.</p> <p>building on notation and rhythm reading by repetition of labelling notes and by playing simple melodies on the keyboard.</p> <p>Playing using both right and left hand on the piano.</p>	<p><b>Introduction to Ableton - Ostinato</b></p> <p>The following will be of particular focus:</p> <p>Learning how to navigate the basics of Ableton software and basic drum programming.</p> <p>Composing a melodic ostinato with a bass line and arranging loops have created.</p> <p>listen to and appraising electronic music of different styles to understand how pieces of music are composed in electronic genres.</p>	<p><b>Chords</b></p> <p>The following will be of particular focus:</p> <p>Understanding how to create both major and minor chords and playing both broken and block chords with confidence to an internal pulse.</p> <p>Playing Bruno Mars' 'Grenade', using both block and broken chords.</p> <p>Understanding chord sequence and being able to identify chord changes in pieces listened to.</p>	<p><b>Steel Pans / Calypso</b></p> <p>The following will be of particular focus:</p> <p>Understanding the cultural context and history of Calypso music through listening and analysing.</p> <p>Learning the basics of steel pan technique, and the skills necessary to play in an ensemble, including time keeping, listening,</p> <p>Listening and timing will be worked on</p>	<p><b>Carmina Burana</b></p> <p>The following will be of particular focus:</p> <p>Pupils will play and perform in solo and ensemble contexts, using their voices and instruments, fluently and with accuracy and expression</p> <p>improvise and compose; and extend and develop musical ideas</p> <p>use staff and other relevant notations appropriately and accurately</p> <p>identify and use the interrelated dimensions of music including use of tonalities, different types of scales</p>
<p><b>Vocab:</b> Tempo, pitch, rhythm, melody, texture, dynamics, crotchet quaver, minim, semibreve.</p>	<p><b>Vocab:</b> Orchestra, Strings, Brass, percussion, woodwind, bar, accent, semiquaver chorus, verse, bridge.</p>	<p><b>Vocab:</b> track, bass line, ostinato, metronome, loop, structure,</p>	<p><b>Vocab:</b> Semitone, tone, root note, block chord. Broken chord, triad chord, inversion, scale chord progression, major minor.</p>	<p><b>Vocab:</b> syncopation, cross rhythm, call and response, time signature, tremolo</p>	<p><b>Vocab:</b> Crescendo, diminuendo, melody, ostinato, pulse, tonality, improvisation.</p>

# Year 8

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p><b>Minimalism</b></p> <p>Understanding some key composers work and key features of minimalism in music.</p> <p>To develop Ableton skills and compose a minimalist piece using specific tools typical to the genre.</p> <p><b>Vocab:</b> cell, phasing, diminution, augmentation, layering, addition, subtraction</p>	<p><b>Zimmer Film music</b></p> <p>listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>play and perform confidently in a range of solo and ensemble contexts using voice, playing instruments fluently and with accuracy and expression</p> <p>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, genres and traditions</p> <p><b>Vocab:</b> Leitmotif, pitched/unpitched percussion, diatetic / non-diatetic, pianissimo,</p>	<p><b>Romanticism/ Peer Gynt</b></p> <p>Historical and social context of music from the Romantic Era.</p> <p>Keyboard skills, note reading for case study piece ‘ ‘Hall of the Mountain King’ (Peer Gynt).</p> <p>Introduction to reading bass clef notation.</p> <p><b>Vocab:</b> bass clef, Romanticism, conjunct, disjunct, chromatic, staccato, incidental music, ternary form</p>	<p><b>Protest Music / Hip Hop</b></p> <p>Pupils will look at how protest music is made across genres with case studies including ‘The Sex Pistols’, ‘MIA’ and ‘Kendrick Lamar’.</p> <p>Pupils will write lyrics using rhyming schemes and learn about articulation and word setting.</p> <p>Pupils will create a beat with a sample or melodic riff to rap over / sing over with hip hop stylistic traits.</p> <p><b>Vocab:</b> Homophony, riff, melodic theme, sample, syllabic melismatic word setting, rhyming scheme, strophic, binary form, articulation</p>	<p><b>Steel Pan Reggae / Bob Marley</b></p> <p>Gaining knowledge of the social historical context of Reggae music.</p> <p>Performing melody and chords of ‘3 Little Birds’.</p> <p>Building upon knowledge of chords, note and rhythm reading, and working in pairs.</p> <p><b>Vocab:</b> Arpeggio, syncopation, key signature, pulse, phrasing,</p>	<p><b>Small Group Ensemble / Guitar skills</b></p> <p>Learning how to develop rehearsal skills.</p> <p>Recreating a pop song using guitar percussion keyboard and voice.</p> <p><b>Vocab:</b> Range, tessitura, Harmony, dotted, swung rhythm, triplet, interval overdubbing.</p>

## Year 9

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p><b>Jazz and Blues / Glenn Miller</b></p> <p>Learning the historical and social context and background of Jazz and Blues</p> <p>Performing a 12 bar Blues 'In the Mood' (Glenn Miller).</p> <p><b>Vocab:</b> Solo, improvisation, sequence, imitation, jazz, blues, legato, staccato, 12 bar blues,</p>	<p><b>Video Game music</b></p> <p>Pupils will learn classical instrumentation whilst composing for a video game scene.</p> <p>Pupils will build on knowledge of Ableton but will compose in a different style typical of video games.</p> <p><b>Vocab:</b> Pedal, dominant pedal, atonal, dissonance, modulation, cadence, extended chords.</p>	<p><b>Classical Era: Fur Elise</b></p> <p>Key information learnt about the Romantic Era of music / Beethoven.</p> <p>Performance and study of Fur Elise, with particular focus on playing right and left hand on the piano.</p> <p>Building on reading bass clef.</p> <p><b>Vocab:</b> perfect, imperfect, plagal cadences, chromatic, key signature, Classical era</p>	<p><b>Ensemble Remix - Pop arrangement</b></p> <p>Pupils will learn fine nuance of playing in an ensemble. We will learn the material then focus on expression, dynamics and articulation to remix a pop song with a steel pan arrangement.</p> <p>Ensemble playing will develop on listening skills and team work.</p>	<p><b>Solo Performance/ music theory prep GCSE</b></p> <p>Pupils will get a taste of GCSE performance by picking from a choice of pieces to learn independently through disciplined practice.</p> <p>We will not only focus on the notes played, but musical expression necessary to create a more advanced and sensitive performance.</p> <p><b>Vocab:</b> Articulation, staccato, legato, expression,</p>	<p><b>GCSE Composition prep</b></p> <p>Pupils will get a taste of GCSE music by composing a piece of music to a set brief, culminating on the music theory and skills learnt throughout KS3,</p> <p><b>Vocab:</b> distortion, reverb, panning, multitracking, monophonic, homophonic and polyphonic, drone</p>