

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.					
Subject Intent	“To provide all students with a wide range of practical music making experiences that develop creativity, curiosity, and confidence.”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Building Bricks</i>	<i>Keyboard Skills</i>	<i>I've Got Rhythm</i>	<i>Form and Structure</i>	<i>Sonority City</i>	<i>Folk Music</i>
Key Content	<i>Developing knowledge and understanding of the elements of music</i>	<i>Developing the knowledge and skills to read and perform music in the treble clef using a keyboard</i>	<i>Exploring rhythm and pulse</i>	<i>Identifying how music is structured</i>	<i>Identifying the instruments of the orchestra</i>	<i>Exploring harmony and accompaniments through listening to and arranging simple folk songs</i>
Intent						
How does this link to your intent?	Use instruments creatively to demonstrate the musical elements. This is an enjoyable way to learn that all music contains the same elements	The students will actively learn to play the keyboard, reading music in the treble clef and including the elements of music in their performances. A wide range of styles and genres are used to engage the students in their learning.	This unit develops the knowledge and skills already learned in units 1 & 2 and combines writing / composing music with these. A fun and relaxed approach to a more formal method of notation.	This unit allows students to discover that music has structures that are similar across genres (from baroque to pop)	This unit gives the students the opportunity to experience a wide range of musical instruments commonly found in the orchestra. This practical approach is a hands-on learning project.	The unit develops understanding of how music has developed over time across global cultures in songs. The students use folk style instruments to create their own version of popular folk tunes.
Sequencing						
Why this and why now?	The building blocks are the	Following from the elements of	The next phase of music is being able	Once students have studied the	Through extended	Using a variety of instruments to bring

	foundation of all music and so we learn these first before we discover the vast variety of music genres.	music, a practical unit that will develop performance skills using the elements.	to write what they hear as well as to create their own music using standard notation	elements and have an understanding of standard notation, students will be able to develop their composition skills to include standard structure forms.	listening, students experience the range of instruments in each family of the orchestra, developing their ability to listen and describe timbre	together the previous units to compose and perform arrangements of their own music based on simple folk songs
National Curriculum Audit						
play and perform confidently	✓	✓	✓	✓	✓	✓
improvise and compose	✓		✓	✓	✓	✓
use staff and other relevant notations appropriately and accurately		✓	✓	✓	✓	✓
identify and use the inter-related dimensions of music expressively	✓	✓	✓	✓	✓	✓

listen with increasing discrimination to a wide range of music from great composers and musicians	✓	✓	✓	✓	✓	✓
develop a deepening understanding of the music that they perform	✓	✓	✓	✓	✓	✓
Key concepts / Vocabulary						
12 or less	• Pitch • Tempo • Dynamics • Duration • Texture • Timbre • Articulation • Silence	• Treble Clef • Keys • Middle C • Octave • Staff/ Stave • Chords • Sharps • Flats	• pulse • beat • Accent • Articulation • Note names and values • Ostinato • Polyrhythm • Conducting	• Binary • Ternary • Rondo • Phrase • Melody • Drone • •	• Orchestra • Ensemble • Baton • Conductor • Strings • Woodwind • Brass • Percussion	• Tradition • Oral • Fusion • Harmony • Triad • Arpeggio • Alberti • Broken Chord
Learning Outside the Classroom / Cultural Capital						

Opportunities	Visiting musicians from across both Military and Civilian. Access to instrumental lessons and after school music clubs. Opportunities to visit music venues/concerts when available.					
Homework						
Description	Homework is given over the course of the units when additional research is required					
Assessment						
Type	In music, students are formally assessed at the start of the year, and at the end of every unit. There is a combination formal assessment that is completed at the end of the academic year. Throughout each unit, and during every lesson, students are informally assessed on their progress within each, and across, units. This is due to the practical nature of the subject.					
Why this style of assessment and why now?	Baseline testing helps to establish the criteria for assessment for the remainder of the year – as students are likely to have a wide range of starting points. Throughout the year the students are assessed on their increasing accuracy in their performances and compositions.					

Year 8

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	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Hooks And Riffs</i>	<i>Offbeat</i>	<i>Variations</i>	<i>All That Jazz</i>	<i>All About The Bass</i>	<i>Saharan Sounds</i>
Key Content	<i>Exploring repeated musical patterns through the genres of Popular Music and Music from the Western Classical Tradition.</i>	<i>Exploring Reggae and syncopation</i>	<i>Exploring ways to develop musical ideas</i>	<i>Exploring Jazz and The Blues</i>	<i>Exploring Bass Clef reading and notation</i>	<i>Exploring textures and rhythms</i>
Intent						
How does this link to your intent?	This unit allows students to understand how	Students learn about the different textural elements that make up				

	music is based on Repeated Musical Pattern; distinguish between Hooks, Riffs and Ostinatos. ; Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns	a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line. Harmonic language is extended and developed constructing chords and performing these in the traditional offbeat Reggae style.				
Sequencing						
Why this and why now?	The pathway into this unit follows directly from the knowledge and skills built in the previous year. Students will combine the inter-related musical strands of Performing, Creating, Listening and Appraising.	Students further develop their musical knowledge to show that Base Line Riffs are a fundamental textural layer, alongside chords and lyric structure. This unit will also allow students to develop an awareness on how language and culture influences a musical tradition				
National Curriculum Audit						
play and perform confidently	✓	✓				

improvise and compose	✓	✓				
use staff and other relevant notations appropriately and accurately	✓	✓				
identify and use the inter-related dimensions of music expressively	✓	✓				
listen with increasing discrimination to a wide range of music from great composers and musicians	✓	✓				
develop a deepening understanding of the music that they perform	✓	✓				
Key concepts / Vocabulary						
12 or less	• Hook • Riff • Ostinato • Bass Line • Melody	• Off-beat • Syncopation • Melody • Riff/Bass Line • Texture	• • • • •			

	• Repeat Symbol • Treble Clef • Bass Clef	• Chord • Harmony • Improvise	• • •			
Learning Outside the Classroom / Cultural Capital						
Opportunities	Visiting musicians from across both Military and Civilian. Access to instrumental lessons and after school music clubs. Opportunities to visit music venues/concerts when available.					
Homework						
Description	Homework is given over the course of the units when additional research is required					
Assessment						
Type	In music, students are formally assessed at the start of the year, and at the end of every unit. There is a combination formal assessment that is completed at the end of the academic year. Throughout each unit, and during every lesson, students are informally assessed on their progress within each, and across, units. This is due to the practical nature of the subject.					
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Year 9

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Topic Name	<i>Dance Music</i>	<i>Sound Tracks</i>	<i>Computer and Video Game Music</i>	<i>New Directions</i>	<i>Samba</i>	<i>What makes a good song?</i>

Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
National Curriculum Audit						
play and perform confidently						
improvise and compose						
use staff and other relevant notations appropriately and accurately						
identify and use the inter-related dimensions of music expressively						
listen with increasing discrimination to a wide range of music from great composers and musicians						
develop a deepening understanding of the music that they perform						
Key concepts / Vocabulary						
12 or less	• • • • • •	• • • • • •	• • • • • •			

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Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						
Why this style of assessment and why now?						

Y10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
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Exam Board & Specification	EDUQAS GCSE					
	Term 1	Term 2		Term 3		
Topic Name	Introduction to area of study 1 & 4					
Key Content	- Forms and Devices (1) - Performing - Notation of a simple melody - Introduction to prepared extract - ‘Eine Kleine					

	Nachtmusik' • Pop Music (4) • Appraising • Elements of Music • Introduction to prepared extract - 'Since You've Been Gone'		
Intent			
How does this link to your intent?			
Sequencing			
Why this and why now?			
Key concepts / Vocabulary			
12 or less	• Binary/Ternary/Rondo • Notation • Elements of Music • Instrumentation • Anacrusis • Ornamentation • Cadence • Modulation	• • • • • • • •	• • • • • • • •
Learning Outside the Classroom / Cultural Capital			
Opportunities			
Homework			

Description	1. Listen to three separate pieces of music in each one of the following forms: (i) Binary Form, (ii) Ternary Form, (iii) Rondo Form. Write a paragraph about eachm, including details of the date written, the composer and a general account of the music. 2. Choose a pop/rock song to analyse/appraise and give a short presentation.		
Assessment			
Type			
Why this style of assessment and why now?			

Y11

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Exam Board & Specification			
	Term 1	Term 2	Term 3
Topic Name			
Key Content			
Intent			

How does this link to your intent?			
Sequencing			
Why this and why now?			
Key concepts / Vocabulary			
12 or less	• • • • • • • •	• • • • • • • •	
Learning Outside the Classroom / Cultural Capital			
Opportunities			
Homework			
Description			
Assessment			
Type			
Why this style of assessment and why now?			

Y12

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Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name						
Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
Key concepts / Vocabulary						
12 or less	• • • • •		• • • • •			

	• • •	• • •				
Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						
Why this style of assessment and why now?						

Y13

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
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Subject Intent	“To provide all students with a wide range of practical music making experiences that develop creativity, curiosity, and confidence.”					
Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name						

Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
Key concepts / Vocabulary						
12 or less	• • • • • • • •		• • • • • • • •			
Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						

Why this style of
assessment and
why now?