

Year 7	Approaches to Listening Elements of Music SOL <ul style="list-style-type: none"> Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. Recognise the Elements of Music when listening to and appraising music from different times and different places. 	Singing Form and Structure SOL <ul style="list-style-type: none"> Sing and perform on a keyboard regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. • Sing three- and four-part rounds, transposing music according to the needs of the class. • Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms. 	Instrumental Ensembles Rhythm and Chords- SongBird <ul style="list-style-type: none"> Sense of ensemble: unity of pulse and balance between parts. Technical competence: including accuracy of notes, rhythm and intonation. Interpretation: including responsiveness, suitable choice of tempo, details of expression and phrasing, balance of parts. Performing qualities: presentation and performance communication. 	Approaches to Notation Hooks and Riffs - Faded <ul style="list-style-type: none"> Developing fluency in the use of staff notation is a gateway to musical independence. An emphasis on supporting the development of this fluency should be implemented across the curriculum. Opportunities can also be taken to develop pupils' ability to read either guitar tablature or chord symbols or to play by ear these have an equally important role to play in developing musicality. 	Composition This is Me - Creating own song Develop understanding of composition through: 'Song' Writing (with or without lyrics) <ul style="list-style-type: none"> Play chord sequences from a range of familiar songs as compositional models. Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. Create melodic song-lines shaped by lyrics and/or harmonic intention 	Performance Song Writing <ul style="list-style-type: none"> Compose and perform your own own song Practice, Timing fluency, and performance 						
Links	<ul style="list-style-type: none"> KS4 Using the elements in performing, listening and appraising. 	<ul style="list-style-type: none"> KS5 Using the elements in performing, listening and appraising. 	<ul style="list-style-type: none"> KS4 Performing with confidence in a solo environment and band 	<ul style="list-style-type: none"> KS5 Performing with confidence in a solo environment and band 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Ensemble skills 	<ul style="list-style-type: none"> KS5 358 Ensemble skills 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Interpreting lead sheets and simple forms of notation 	<ul style="list-style-type: none"> KS5 Unit 385 & 358 & 5 To be able to interpret and follow a range of notation forms and perform fluently. 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Developing own compositions 	<ul style="list-style-type: none"> KS5 unit 389 Own compositions played at performance 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Concert performance 	<ul style="list-style-type: none"> KS5 Unit 359 & 389 Concert performance
Skills	Using the elements of music to accurately analyse and reflect on listening, appraisal and performances in music.	Using the elements of music to accurately analyse and reflect on listening, appraisal and performances in music.	Understanding the form and structure of a range of different pieces	To be able to identify a range of forms and structures within music through listening and appraisal tasks,	To use known rhythm and chords to fluently perform in an ensemble or solo performance.	To use a range of technical and challenging rhythms in conjunction with advanced (inversions, extended, etc) chords in a solo or ensemble performance.	Performance to an audience	Performance to and audience	Compositions to be performed	Compositions to be performed	Perform on stage with confidence	Perform to an audience with confidence
Year 8	Approaches to Listening Axis of Awesome <ul style="list-style-type: none"> Develop the technical ability to identify the use of musical elements Develop understanding of the meaning and purpose of music being listened to 	Singing Musical Futures Best Day of My Life and Stitches <ul style="list-style-type: none"> Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Sing chordal harmony in two or three parts, transposing music according to the needs of the class. 	Instrumental Ensembles Chasing Cars <ul style="list-style-type: none"> Sense of ensemble: unity of pulse and balance between parts. Technical competence: including accuracy of notes, rhythm and intonation. Interpretation: including responsiveness, suitable choice of tempo, details of expression and phrasing, balance of parts. Performing qualities: presentation and performance communication. 	Approaches to Notation Musical context skins <ul style="list-style-type: none"> Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement. 	Composition TV Adverts Programme Music <ul style="list-style-type: none"> Compose chord sequences on the keyboard or guitar in C major, G major, A minor or E minor. Compose a harmonic sequence in response to an extra-musical stimulus. Use percussion and percussive sounds. Explore melodic line/structural ideas, e.g. AABA. 	Performance Hooks and riffs <ul style="list-style-type: none"> Expand the rhythmic scope of melodies on keyboard instruments, following staff notation written on one staff or two staves. Use notes within a range that includes a change of hand position and an optional left hand part. OR On an instrument of own choice: <ul style="list-style-type: none"> Develop technique through playing melodies with an increasing range 						

L i n k s	<ul style="list-style-type: none"> KS4 Using the elements in performing, listening and appraising. 	<ul style="list-style-type: none"> KS5 Using the elements in performing, listening and appraising. 	<ul style="list-style-type: none"> KS4 - Performing with confidence in a solo or ensemble performance. 	<ul style="list-style-type: none"> KS5 - Using a range of developed skills to perform confidently and accurately in an ensemble or solo performance 	<ul style="list-style-type: none"> KS4 - Unit 3 & 5 Ensemble skills 	<ul style="list-style-type: none"> KS5 - 358 Ensemble skills 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 To ensure lead sheets and notation can be performed 	<ul style="list-style-type: none"> KS5 Unit 385 & 358 & 5 To ensure lead sheets and notation can be performed 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Developing own compositions 	<ul style="list-style-type: none"> KS5 unit 389 Own compositions played at performance 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Concert performance 	<ul style="list-style-type: none"> KS5 Unit 359 & 389 Concert performance
S k i l l s	To use the known knowledge of the elements of music to accurately analyse and reflect on music through listening, appraising and performing .	To use the known knowledge of the elements of music to accurately analyse and reflect on music through listening, appraising and performing .	Understanding a range of forms and structure through performances	Understanding a diverse range of forms and structure through performances	<ul style="list-style-type: none"> Developing rhythm knowledge and applying this knowledge in group or solo performances 	<ul style="list-style-type: none"> Extending rhythm knowledge and applying this knowledge effectively in group or solo performances 	Using and interpreting notation for a solo or group ensemble.	Using and interpreting a range of musical notation accurately in preparation to a solo or group performance	To use known techniques and skills to compose music for a performance.	To be able to compose music in reflection to a given brief and perform the composed music.	Using the hard and soft skills developed in key stage 3 to confidently and fluently perform in front of an audience	Using the hard and soft skills developed in key stage 3 and 4 to confidently and fluently perform in front of an audience. Making sure to take into consideration professionalism and responsibility for staging and setting up equipment.
Y e a r 9	Approaches to Listening World Music – Havana <ul style="list-style-type: none"> Year 9 pupils should listen to a wide range of music and identify how the elements are used while starting to think about the impact this has on the listener. 		Singing Musical Futures Performance - A Millions Dreams and Shake it off <ul style="list-style-type: none"> Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. Sing homophonic and/or polyphonic harmony in three parts. 		Instrumental Ensembles Blues <ul style="list-style-type: none"> Sense of ensemble: unity of pulse and balance between parts. Technical competence: including accuracy of notes, rhythm and intonation. Interpretation: including responsiveness, suitable choice of tempo, details of expression and phrasing, balance of parts. Performing qualities: presentation and performance communication. 		Approaches to Notation Music Maker <ul style="list-style-type: none"> Read and perform short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. Read simple phrases using pitch and rhythmic notation on the treble or bass clef containing mostly conjunct movement. 		Composition / Performance Culmination Project Film Music SOL <ul style="list-style-type: none"> Melody and Accompaniment Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure. Harmonise melodies using the root notes from primary chords and appropriate cadences. Embellish the accompaniment with passing notes. 		Performance Battle of the Bands <ul style="list-style-type: none"> Further increase the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves. Add either a single note or chordal accompaniment to the melody; alternatively play a piece based on chords OR <ul style="list-style-type: none"> Continue to extend range and technique on instrument of own choice 	
L i n k s	<ul style="list-style-type: none"> KS4 Using the elements in performing, listening and appraising. 	<ul style="list-style-type: none"> KS5 Using the elements in performing, listening and appraising. 	<ul style="list-style-type: none"> KS4 - Performing in front of an audience accurately and confidently and showing development through effective use of rehearsal time. 	<ul style="list-style-type: none"> KS5 Performing in front of an audience accurately and confidently and showing development through effective use of rehearsal time. 	<ul style="list-style-type: none"> KS4 - Unit 3 & 5 Ensemble skills 	<ul style="list-style-type: none"> KS5 - 358 Ensemble skills 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 To ensure lead sheets and notation can be performed 	<ul style="list-style-type: none"> KS5 Unit 385 & 358 & 5 To ensure lead sheets and notation can be performed 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Developing own compositions 	<ul style="list-style-type: none"> KS5 unit 389 Own compositions played at performance 	<ul style="list-style-type: none"> KS4 Unit 3 & 5 Concert performance 	<ul style="list-style-type: none"> KS5 Unit 359 & 389 Concert performance
S k i l l s	students must be able to use their knowledge of the elements to analyse music and effectively reflect on their performances using keywords and analyses of the elements of music within their piece.	students must be able to use their knowledge of the elements to analyse music and effectively reflect on their performances using keywords and analyses of the elements of music within their piece.	To develop a range of performance techniques with an emphasis on singing and harmony. In addition to, solo or group ensemble performance skill development.	To be able to accurately and fluently apply harmonic forms and layering to songs. In addition to, solo or group ensemble performance skill development.	To be able to identify and interpret musical pulse, in additional to, fluent application of note, rhythm and intonation.	To be able to identify and interpret musical pulse, in additional to, fluent application of note, rhythm and intonation. In addition to the continued development of musical hard and soft skills.	To be entirely fluent and competent in the interpretation of notations.	To be entirely fluent and competent in the interpretation and application of notations in a variety of forms.	To use known techniques and skills to compose music for a performance.	To be able to compose music in reflection to a given brief and perform the composed music.	Using the hard and soft skills developed in key stage 3 to confidently and fluently perform in front of an audience	Using the hard and soft skills developed in key stage 3 and 4 to confidently and fluently perform in front of an audience. Making sure to take into consideration professionalism and responsibility for staging and setting up equipment.