### Year 11

#### Half Term 1
**Key Content:**
- Composing a song which contains the key ingredients.
- Bassline, this includes a walking bass that links each chord together.
- Rhythm track, creating an interesting rhythm underneath which is stylistic and in keeping.
- Creating a poem which embodies the style chosen for composition.
- Chord progressions, learning about the grades of the scale in a key and how to make a successful chord progression.
- Melody using the lyrics and the chords to create a melody over the top, improvisation can work in this section.

#### Half Term 2
**Key Skills:**
- Bassline
- Rhythm tracks
- Lyrics
- Melody
- Chord progressions and Harmony

**Assessment opportunities:**
Composition which is marked internally.

#### Half Term 3
**Key Content:**
- Score annotation. This could be via staff notation, chord charts, rhythm tracks etc.
- Analyse chord progressions
- Rhythm choices, drum fills.
- Lyrical content and how it influenced melody.
- Structure of song and choice of tonality.

#### Half Term 4
**Key Skills:**
- Performance skills.
- Chord progressions
- Instrumental techniques
- Ensemble skills
- Rehearsal logging
- Production planning
- Rehearsal techniques
- Musicality development.

### Year 10

#### Half Term 1
**Key Content:**
- Musical timeline of popular music, creating a music genre map.
- Looking and the fashion and imagery that is attached to the genres and the influence it had on the music.
- Styles of music which this genre was born out of.
- How the political climate and social acceptance affected the music.
- Looking at artists etc that embody the style of music in question and how their music fit the genre.

#### Half Term 2
**Key Content:**
- Looking at keys and chord progressions and evaluate their effect.
- Looking at tempo and how that influences the mood of the music.
- Research instrumentation and special effects and how it is inkeeping with the genre of music.
- Looking at the lyrics and how the music reflects what the words are saying.

#### Half Term 3
**Key Content:**
- Interpretation and performing a song which evokes emotion.
- Learning chord progressions and transitions to create a smooth performance.
- Learning the skills to create a pleasing sound while playing their instrument.
- Working together and being able to identify key elements to work on.
- Logging each rehearsal to identify sections which need more work for the performance.
- Plan the performance and everything you will need to put on the performance.

#### Half Term 4
**Key Content:**
- Final performance of Set List.
- Finishing any of the evaluation and logs which should be completed.
- Peer evaluation of performance.
- Looking over rehearsal videos to identify key areas which improved and which could improve further.
- Write full evaluation to go with the video of their performance.

#### Half Term 5
**Key Content:**
- Final mock performance of 1 item from their set list.
- Finishing any of the evaluation and logs which should be completed.
- Peer evaluation of performance.
- Looking over rehearsal videos to identify key areas which improved and which could improve further.
- Write full evaluation to go with the video of their performance.

#### Half Term 6
**Key Content:**
- Structuring lyrics in the verse chorus pop song template.
- Using syllabic and melismatic word painting to create melody.
- Looking at playing chords in inversions and using 7th and 9th chords to create interest.
- Putting the chords into a progression to put melody over the top.
- Work on improving their instrumental skills through self-practise.
<table>
<thead>
<tr>
<th>Year 9</th>
</tr>
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</table>
| **Key content:** Mickey Mousing  
- Looking at copying the action in the film scene with music creating the slapstick effect.  
- Looking at how the timbre of instruments and the pitch effect how the scene plays out and how it makes the viewer feel.  
- Showing how a motif can be attached to a character eg 'Star Wars'.  
- Showing how notes when they clash create tension.  
- Showing how speed and volume can affect how the viewer feels about a scene.  
| **Key content:**  
- Learning the steps of the scale to find chord VI IV I V  
- Learning the notes of a triad and playing 1 3 5 of each chord.  
- Learning rhythm to create strumming patterns.  
- When using keyboards, further development of skills by using inversions of chords to make playing easier.  
- Practising the chords in sequence to smooth transitions.  
- Learning chair drumming to put together a full performance together using drums, ukulele, guitar, bass, keyboard and vocals.  
| **Key skills:**  
- Film music  
- Mickey mousing  
- Pitch and instruments.  
- Leitmotif  
- Consonance and Dissonance.  
- Tempo and dynamics.  
| **Key skills:**  
- Use of chords VI IV I V  
- Strumming patterns  
- Triads  
- Inversions  
- Chord transitions  
- Basic drumming.  
| Assessment opportunities:  
Assessment in October, a performance or print out of composition which they annotate.  
| Assessment opportunities:  
Assessment of performance of four chords plus vocal on a variety of instruments.  
| Assessment opportunities:  
Final assessment which is a performance of a pop song in groups and evaluation afterwards.  

| Key Skills:  
- Music History  
- Imagery and fashion  
- Influential Styles.  
- Political and historical influences  
- Iconic artists, labels and producers.  
| Key Skills:  
- Performance skills.  
- Chord progressions  
- Instrumental techniques  
- Ensemble skills  
- Rehearsal logging.  
| Key skills:  
- Self evaluation  
- Essay writing skills  
- Peer evaluation.  
| Key skills:  
- Lyric structure.  
- Melody writing.  
- Chord structure.  
- Chord progressions  
- Instrumental skills  
- Ensemble skills  
| Assessment opportunities:  
Written Essay as part of their final assessment Unit 201ta.  
| Assessment opportunities:  
Working together and creating a piece of music to perform as an ensemble and logging their progress.  
| Assessment opportunities:  
Essay on the evaluation of the performance. Pitfalls and things to improve.  
| Assessment opportunities:  
Re cap of skills and gradual evaluation of each skill  
| Assessment opportunities:  
Re cap of skills and gradual evaluation of each skill  

**Working together to create a harmonious sound as an ensemble.**
### Year 8

<table>
<thead>
<tr>
<th>Key Content: How we use music in everyday society.</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 Triads and chords</td>
<td>• History of the style ‘musical theatre’.</td>
<td>• Learning the culture of Samba and what it represents for Brazil.</td>
</tr>
<tr>
<td>Unit 2 Feed the world and Bob Dylan looking at chord progressions.</td>
<td>• Analysing a scene from a musical theatre production to identify the key themes which make it what it is.</td>
<td>• Learning different Samba rhythms and how to create a polyrhythmic texture.</td>
</tr>
<tr>
<td>Unit 3 Music used in adverts. Jingles and underscoring</td>
<td>• Looking at the golden age and the jazz and opera roots it has within it.</td>
<td>• Learn different styles of samba including separate performances.</td>
</tr>
<tr>
<td>Unit 4 Music Therapy, sleep, relaxation, speech therapy, engagement.</td>
<td>• The input of electric instruments into the musical theatre style.</td>
<td>• Putting a samba performance together and learning their individual part for full class performance.</td>
</tr>
<tr>
<td>Unit 5 Music for sport. Anthems to catalyse.</td>
<td>• Integration of other styles eg, POP – Mamma Mia, Rock – We Will Rock You and Hip Hop – Hamilton.</td>
<td></td>
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</tbody>
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<tr>
<td>Unit 1 Composition skills</td>
<td>• Musical Theatre</td>
<td>• Samba rhythms</td>
</tr>
<tr>
<td>Unit 2 Charity/Politics</td>
<td>• Song</td>
<td>• Samba history</td>
</tr>
<tr>
<td>Unit 3 Adverts/Film</td>
<td>• Dance</td>
<td>• Styles of samba</td>
</tr>
<tr>
<td>Unit 4 Therapy/Sport</td>
<td>• Libretto</td>
<td>• Performing and reacting</td>
</tr>
<tr>
<td>Unit 5 Triads and chords</td>
<td>• Golden age</td>
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</tr>
<tr>
<td>Unit 6 Music used in adverts. Jingles and underscores</td>
<td>• Modern Musicals</td>
<td></td>
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<tr>
<td>Unit 7 Music Therapy, sleep, relaxation, speech therapy, engagement.</td>
<td>• Integration of styles</td>
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<td>Unit 8 Music for sport. Anthems to catalyse.</td>
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### Assessment opportunities:

**End of Unit assessment: October**

**Key Content:**
- Musical Elements
- Identifying the seven elements.
- Baseline Assessment
- Aural analysis of music identifying frequency/pitch.
- Learning basic rhythm using Kodaly technique.
- Basic treble clef lines and spaces rhythms.
- Working as a team to prepare a performance.
- Analysis of music taking apart the structure of popular music.
- Looking at the different musical instrument families.
- Music basics assessment
- Singing assessment
- 6 and half weeks

**Key Skills:**
- Unit 1 Composition skills
- Unit 2 Charity/Politics
- Unit 3 Adverts/Film
- Unit 4 Therapy/Sport

### Year 7

<table>
<thead>
<tr>
<th>Key Content: The country and culture Reggae music was born from.</th>
<th>Key Content: Learning chords I IV and V in the 12 bar blues pattern on both ukulele and keyboard.</th>
<th>Key Content: Learning the culture of Samba and what it represents for Brazil.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stylistic features such as the ska-rhythm and how to perform it.</td>
<td>• Learning the blues scale and how to improvise with it.</td>
<td>• Learning different Samba rhythms and how to create a polyrhythmic texture.</td>
</tr>
<tr>
<td>• The lyrical content and the racial injustice.</td>
<td>• Understanding the history and culture of blues and create some lyrics in the style of this.</td>
<td>• Learn different styles of samba including separate performances.</td>
</tr>
<tr>
<td>• Learning to play ’Three little Birds’ on Keyboard, Ukelele and Bass for a group assessment at the end of half term.</td>
<td>• Put together a performance which includes all the skills above.</td>
<td>• Putting a samba performance together and learning their individual part for full class performance.</td>
</tr>
</tbody>
</table>

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<th>Key Skills: Reggae</th>
<th>Key Skills: 12 bar blues</th>
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<tbody>
<tr>
<td>• Ska Rhythm</td>
<td>• Blues scale</td>
<td>• Samba rhythms</td>
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<tr>
<td>• Political themes</td>
<td>• Improvisation</td>
<td>• Samba history</td>
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<tr>
<td>• Keyboards</td>
<td>• Writing lyrics</td>
<td>• Styles of samba</td>
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<td>• Ukeleles</td>
<td>• Keyboards</td>
<td>• Performing and reacting</td>
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<tr>
<td>• Bass</td>
<td>• Ukeleles</td>
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</table>

### Assessment opportunities:

**End of Unit assessments: October**

**Key Content:**
- Performance and evaluation of ‘three little birds’.

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<td>• 12 bar blues</td>
<td>• Reggae</td>
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<td>Unit 2 Rhythm</td>
<td>• Blues scale</td>
<td>• Ska Rhythm</td>
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<tr>
<td>Unit 3 Dynamics</td>
<td>• Improvisation</td>
<td>• Political themes</td>
</tr>
<tr>
<td>Unit 4 sound and speed</td>
<td>• Writing lyrics</td>
<td>• Keyboards</td>
</tr>
<tr>
<td>Unit 5 structure</td>
<td>• Keyboards</td>
<td>• Ukeleles</td>
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</table>

**Assessment opportunities:**

Assessment of the performance and formative peer assessment of each individual skill.