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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 7** | **Rhythm and Pulse**  **Outcome:** Pupils learn Basic staff notation.  **Summative Assessment:** Composition and performance of rhythm grids/Trumpet piece/Piano pieces.  **Song:** I like the Flowers | **Voiceworks/Carol Service**  **Outcome:** Pupils learn about the voice and singing.  **Summative Assessment:** Performance of singing/Vocalisation.  **Song:** Carol service items | **Scales and Ladders**  **Outcome:** Students explore the relevance of scales as a part of musical structures and learn about the different types.  **Summative Assessment:** The performance of each scale and a composition focussing on a particular scale.  **Song:** My Grandfathers clock | **My Instrument 1 - Keyboard**  **Outcome:** Pupils will explore the keyboard (or other) and its history. Pupils learn basic keyboard skills and theory.  **Summative Assessment:** The performance of a piece of keyboard music.  **Song:** Oom Pa Pa | **Instruments of the Orchestra**  **Outcome:** Pupils are able to identify orchestral instruments and understand how the sounds fit together.  **Summative Assessment:** Composition of a fanfare for a special occasion.  **Song:** Floral Dance | **Music of India/Proms in the Park**  **Outcome:** Pupils will explore the musical features and social context of Indian music.  **Summative Assessment:** Performance and composition of a piece of Indian music.  **Song:** Norwegian Wood |
| **Year 8** | **African Music**  **Outcome:** Pupils will explore the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.  **Summative Assessment:** The composition and performance of a piece of west African drumming music.  **Song:** In the Jungle | **Blues Music**  **Outcome:** Pupils understand the social context of blues music. They are able to improvise using blues techniques.  **Summative Assessment:** Composition and performance of the 12 bar blues, walking bass and improvisation.  **Song:** Hound Dog | **Music of the Caribbean**  **Outcome:** Pupils are able to identify the characteristics of Reggae music and calypso music through performance and understanding of social context.  **Summative Assessment:** Performance  **Song:** Yellow Bird | **My Instrument 2**  **Outcomes:**  Pupils will further develop their skills at the keyboard (or other), gaining a deeper understanding of musical conventions and of standard notation.  **Summative Assessment:** Performance of a pop song.  **Song:** Any Current Pop song. | **Samba**  **Outcome:** Pupils will explore the sounds and understand the roles of each instrument used in Samba along with the social context of the style.  **Summative Assessment:** Composition of a polyrhythmic piece of samba music.  **Song:** Guantanamera | **Ukulele 1**  **Outcome:** Explore the Hawaiian culture and the context of its music, focussing on the ukulele. Pupils will learn basic ukulele skills.  **Summative Assessment:** Performance on the ukulele.  **Song:** Somewhere Over the Rainbow |
| **Year 9** | **Film and TV**  **Outcome:** Students explore leitmotifs, themes and diagetic/nondiagetic music.  **Summative Assessment** Composition of a short piece of film music. Performance of a film theme. | **20th Century Fox**  **Outcome:** Students will gain a contextual understanding of the music of the early-mid 20th century, through minimalism, serialism and graphic notation.  **Summative Assessment:** Composition of three pieces of 20th Century music. | **My Instrument 3**  **Outcome:** Pupils will further develop their skills at the keyboard (or other), gaining a deeper understanding of musical conventions and of standard notation.  **Summative Assessment:** Performance of a piece of instrumental music. | **Ukulele 2**  **Outcome:** Students will further develop their ukulele playing skills, developing strumming patterns and melody playing.  **Summative Assessment:** Performance of a song on the ukulele. | **Soundation**  **Outcome:** Pupils will use music technology to create a piece of music in Binary, ternary and Rondo forms. They will understand some music technology processes.  **Summative Assessment:** Composition of a piece of music. | **Samba 2**  **Outcome:** Pupils will explore the sounds and understand the roles of each instrument used in Samba along with the social context of the style.  **Summative Assessment:** Composition of a polyrhythmic piece of samba music. |

**Music Key Stage 3 Curriculum**