

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge Skills	<p>A Cappella</p> <ul style="list-style-type: none"> Know the core elements of music and their definitions. Identify how the core elements are used within a song. Understand what makes an effective vocal performance. Perform in solo and ensemble contexts using voices and body percussion. Work effectively as part of a group to sing in time with others. <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, melody, unison, solo, harmony, bass line</p>	<p>Folk Music</p> <ul style="list-style-type: none"> Know the names of the notes on the keyboard. Identify how the core elements are used within Folk Music. Understand what makes a good melody. Perform a Folk song on the keyboard with good technique. Use grid notation to compose a folk melody to words. <p>Key vocabulary: pitch, rhythm, metre, melody, pentatonic, simple time, compound time, pedal note.</p>	<p>Art Alliance</p> <ul style="list-style-type: none"> Know the cultural role that music plays in different societies Identify how the core elements are used in different traditions. Perform in solo and ensemble contexts using voices and body percussion. Use grid notation to compose a short piece inspired by Gamelan <p>Key vocabulary: pitch, melody, tempo, dynamics, rhythm, pulse, unison, solo, harmony, scale, instrumentation, call and response</p>	<p>Keyboard Performance</p> <ul style="list-style-type: none"> Know the notes of the treble and bass clef Identify how the core elements are used in Classical Music Understand the difference between melody and accompaniment Perform in a duet from staff notation Perform with two hands together on the keyboard. <p>Key vocabulary: keyboard, melody, accompaniment, duet, treble clef, bass clef, sharp, flat, expression.</p>	<p>Sonority</p> <ul style="list-style-type: none"> Know that music is organised sound. Identify how the core elements are used to create contrast Understand how to compose expressively Use graphic notation to compose a piece to a visual stimulus. Use staff notation to compose a fanfare. <p>Key vocabulary: sonority, timbre, graphic score, treble clef, instrument names, note durations.</p>	<p>Hooks and Riffs</p> <ul style="list-style-type: none"> Know the function of a hook and a riff Identify how the core elements are used to create hooks and riffs Understand what makes music memorable. Perform a popular riff as part of an ensemble with accuracy of pitch and rhythm. Perform as part of a percussion ensemble. <p>Key vocabulary: rhythm, syncopation, repetition, hook, riff, melody, chorus, accompaniment.</p>
Key Questions	<ul style="list-style-type: none"> - How is A Cappella different from other types of music? - How can you rehearse effectively as a group? - What makes an effective performance? 	<ul style="list-style-type: none"> - Why is an aural tradition in music important? - What makes a good melody? - What makes folk songs memorable? 	<ul style="list-style-type: none"> -When, where and why do different cultures play music? -How was traditional music passed down through generations? -What is call and response? 	<ul style="list-style-type: none"> -How do we recognise where the notes of the keyboard are? -How do the lines on the stave relate to pitch? -Which hands do we play the melody and the bass line with? 	<ul style="list-style-type: none"> - What is the difference between noise and music? - Can music be used descriptively? - Why do certain sonorities have particular connotations? 	<ul style="list-style-type: none"> - Why are certain instruments usually found in pop music? - What skills do you need to perform effectively as a band? - What makes music memorable?
Assessment	Performance assessment – group singing exploring unison and harmony	Composition assessment – paired folk song composition	Performance assessment – class singing in on-stage performance	Performance assessment – solo/ensemble keyboard performance	Composition assessment – group performance of a song.	Performance assessment – ensemble performance of popular riffs
Literacy/numeracy/SMSC/Character	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.
Enrichment opportunities	Join KS3 Choir & perform in concerts and community Voice in a Million concert at Wembley Arena	Join KS3 Choir & perform in concerts and community Voice in a Million concert at Wembley Arena	Perform on stage in a cross-curricular performance. Engagement with future school productions	Join the keyboard club. Keyboard skills are important for further study in both Music and Music Technology.	Join Guitar Club Form your own band and practice after school.	Join Guitar Club Form your own band and practice after school.
Futures	Further studies in Music and Music Technology at KS4 and KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.					

	Autumn 1	Autumn 2	Spring Term	Summer Term
Content Knowledge	<p>Keyboard Performance</p> <ul style="list-style-type: none"> Know the notes of the treble and bass clef Identify how the core elements are used in Classical Music Understand the difference between melody and accompaniment 	<p>The Blues</p> <ul style="list-style-type: none"> Know the historical and social context in which Blues music was first created Know the 12 bar blues structure Identify how the core elements are used in Blues Understand how chords are constructed on the keyboard Perform an improvisation using the Blues scale with stylistic awareness Perform in a duet or ensemble <p>Key vocabulary: 12 bar Blues, primary chords, Blues scale, AAB structure, improvisation.</p>	<p>Reggae</p> <ul style="list-style-type: none"> Know the historical and social context in which Reggae music was first created Identify how the core elements are used in Reggae. Understand how to perform as part of a band. Perform as part of an ensemble that uses off-beat chords, a bass riff and a main vocal line. <p>One of:</p> <ul style="list-style-type: none"> Perform basic riffs on the bass guitar. Perform basic chords on the electric/acoustic guitar. Perform a basic drum beat. <p>Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat, ensemble, lead vocal, tab notation, chord boxes, melody, harmony, chord, bass, rhythm, tempo, pulse, verse, chorus, intro, structure, strum, beat, dynamics</p>	<p>Pop project</p> <ul style="list-style-type: none"> Know the key structures in a pop song Identify how the core elements are used in Pop music. Know the skills required to perform effectively in a band. Understand that there are different approaches to songwriting Compose a chord progression, riff or melody line for a song Perform an original song as part of an ensemble Working in groups successfully, delegating responsibilities and writing song lyrics. Rehearsing effectively and refining work appropriately as independent learners <p>Key vocabulary: melody, riff, hook, middle 8, verse, chorus, intro, outro, chord sequence, texture, dynamics.</p>
Skills	<ul style="list-style-type: none"> Perform in a duet from staff notation Perform with two hands together on the keyboard. <p>Key vocabulary: keyboard, melody, accompaniment, duet, treble clef, bass clef, sharp, flat, expression.</p>			
Key Questions	<ul style="list-style-type: none"> -How do we recognise where the notes of the keyboard are? -How do the lines on the stave help us to understand how the pitch changes? -Which hands do we play the melody and the bass line with? 	<ul style="list-style-type: none"> - What Element is used to create a Blues swing feeling? - What is the 12-bar Blues chord progression? - Why is Blues such an important genre for the development of Popular music? 	<ul style="list-style-type: none"> - What are the main rhythmic features of Reggae music? - How would we read this guitar tab? - How do we read chord boxes? - How can you help all the members in your band to stay in time? 	<ul style="list-style-type: none"> -What are the main sections of a pop song? -How might the song change between sections to tell them apart? - Why is a good chord sequence important? -What could you do as a singer to enhance the band's performance and your portrayal of the lyrics in your song?
Assessment	Performance assessment – solo/ensemble keyboard performance	Performance and composition assessment – paired performance with improvisation	Performance assessment – band performance	Performance & Composition assessment – group performance of composition
Literacy/numeracy/SMSC/Character	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Confidence, resilience, collaborative skills.
Enrichment opportunities	Join the keyboard club. Keyboard skills are very important for further study in both Music and Music Technology.	Further development of keyboard skills encouraging independent practise and confidence on an instrument.	Join Guitar Club Form your own band and practice after school.	Join Guitar Club Form your own band and practice after school. Composition in Music and Music Technology at KS4 & KS5
Futures	<p>Further studies in Music and Music Technology at KS4 and KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.</p>			