

# Music

## Year 7 Content

### Autumn Term

- **Unit 1: Music from Africa** – Students will know and remember the basic elements of music before understanding what an ostinato pattern is and how to create three different sounds on a djembe drum. They will develop their ability to maintain a regular pulse whilst performing and composing ostinato rhythm patterns. Whilst singing, students will focus on correct posture and accurate pitch whilst performing traditional call and response songs from across the continent of Africa.
- **Unit 2: Feel the beat!** – Students will know and remember the basic rhythmic values before learning to perform, compose and dictate a number of rhythms in simple time. Students will know how to sing using wide open vowel sounds and accurate pitch whilst performing the elements and curriculum song.

### Spring Term

- **Unit 3: Keyboard Performing** – Students will know how to read pitched notation using the treble clef. They will improvise a basic melody using the C-G hand position with their right hand before developing their ability to read notation and play a simple melody (Ode to Joy) on the keyboard. Students will focus on their breathing whilst singing in rounds.
- **Unit 4: The Orchestra** – Students will know and remember the instruments of the orchestra. Students will develop their ability to identify the different instruments when listening to them and describe the dynamics and tempo of the music they are listening to. Students will know what a fanfare is and will improvise their own, they will then develop their composition skills by improvising a melody using the C scale before notating a melody over a simple chord pattern. Students will develop their keyboard performing skills by performing up to an octave and incorporating two hands. Students will focus on diction and articulation when singing.

### Summer Term

- **Unit 5: Samba Music** – Students will know the common instruments using in a Samba Band. They will identify and perform the different rhythms used whilst performing as part of a Samba ensemble before improvising to create a and combine their own polyrhythms. Singing will focus on melodic intervals and developing expression.

## Year 8 Content

### Autumn Term

- **Unit 1: Performing together** – Students will know the difference between major and minor chords and will be able to perform three basic chords on the keyboard and ukulele. Students will know the notes in the bass clef and will develop their performing skills so that they can perform, in time, as part of an ensemble using the keyboard, ukulele and voice. Students will know the common structural elements of a Pop Song Students will focus on developing head resonance siren sounds whilst singing.
- **Unit 2: Gaming Music** – Students will know the qualities of a ‘good’ melody. They will develop their knowledge of these through performing simple Gaming motifs using treble and bass clef before composing their own leitmotifs for a game. Whilst singing students will develop their ability to maintain a part whilst layering different melodies.

### Spring Term

- **Unit 3: Music Therapy** – Students know the difference between binary and ternary structures and block and broken chord accompaniment styles. Students will develop their performance and composition skills by improvising chord progressions using these accompaniment styles on both ukulele and keyboard. This unit will culminate in students composing a piece of music to ‘Unwind’ to promote relaxation as part of a positive mental health routine. Students will begin to introduce harmony into their singing through African Vocal Music whilst focusing on the importance of vocal health.

### Summer Term

- **Unit 4: Musicals** – Students will know and remember the SATB voices, different types of musicals and the contrasting songs found within these. Students will develop their performing skills on the keyboard to include changing hand position and the use of accidentals as well as a wider variety of chords. Whilst singing students will develop their melodic range and expression and continue to sing in harmony.

## Year 9 Content

### Autumn Term

- **Unit 1: Pop Song Mash-up!** – Students will know how to identify the chords and associated roman numerals used in Popular Songs. Students will then develop their performing and composing skills so that they can combine sections of songs which use the same chord patterns to create and perform their own mash-up. Students will focus on singing in time and tune whilst developing the range of their voice.
- **Unit 2: Film Music** – Students will know about Minimalist techniques including ostinato, pedal and layering. They will know four basic rhythm patterns in compound time and be able to identify and perform these. Students will then develop their knowledge of layering by creating a sequenced performance of Tubular Bells. This unit will then culminate in students creating their own piece of film music to a given media clip. Students will focus on developing their singing in 2-part harmony.

### Spring Term

- **Unit 3: Music for Dance** – Students will know the difference between repeated block, broken, divided, omm cha cha and arpeggiated chord accompaniment styles. They will know the difference between a number of different dance styles before composing a waltz in the key of F or G using perfect and imperfect cadences. Whilst singing students will focus on developing their range and tone.

### Summer Term

- **Unit 4: Songwriting** – Students will now combine all their KS3 knowledge to compose and perform their own popular song. Students will be expected to compose their own chord pattern, melody and use their performance skills to perform this using the ukulele, keyboard and voice. Students will continue to develop their singing by becoming more stylistically aware studying genres such as Jazz.