

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre Year 7						
This course is/is not studied in primary school. (school dependant)			Interventions/support in place: Starting unit allows all students to either recap or develop understanding of the initial key terminology required for the subject.			
Year 7						
Topic/Focus	Musical dimensions		Notation and keyboard skills		Djembe drumming and The Blues	
Sequencing	Introduces all the key terms needed to be able to describe and analyse music. Due to some primary schools not teaching music it allows all students to be given the basic knowledge they require to develop further until KS4 and beyond.		introduction to standard notation and how to put this into practice by using keyboards.		Uses the musical dimensions from the Autumn term to describe and analyse the music. Uses standard notation to support rhythm writing. The blues was a direct development from Africa and is being used to show the development of music through that time.	
Extended Learning	compare and analyse different songs		Using the note values below write your own rhythmic ideas onto a musical staff. You will need to also make sure you are using the notes ranging from middle C to F at the top of the staff. Are you also able to perform your piece during a lesson? Crotchet Minim Quaver crotchet and quaver rest		Write your own Blues song using all the themes and key features that are relevant to the Blues style. If you are able to, whether that is by attending after school or at a break/lunch time perform your song using the 12 bar blues we have learnt in lesson time.	
Formal Assessment	Class performance and listening assessment 1		Notation assessment Practical keyboard assessment		Rhythm writing Blues performance	
Year 8						
Topic/ Focus	Historical understanding		Reggae and Samba		Band Skills	
Sequencing	This gives the understanding of how music was developed through the musical decades. Students will have learnt all the dimensions and core terms required to be able to analyse different pieces.		Following learning of rhythms and rhythm writing students will look at how more developed rhythms are used in world music, such as syncopation. Both topics have been chosen due to their rhythmic links. Reggae developed on from The blues and African drumming		This unit gives students the opportunity to learn a musical instrument and builds on the skills and techniques they have learnt from the various units previous- such as chords.	
Extended Learning	Create a timeline of the different historical periods and include some of the most famous composers of that period. Also add in historical		Draw or collate pictures of the instruments used in a Samba performance labelling what each part of the instrument does. Also write down		Compare and analyse 2 different pop songs using the following headings tempo	

	key events that were happening during the different periods of history.	what the role of the instrument is within a Samba band performance.	dynamics instrumentation structure
Formal Assessment	Listening assessment/ performance of a historical piece.	Whole class samba performance/ reggae performance- listening assessment	Performance as a group- listening assessment

Year 9			
Topic/Focus	Film/ Game	Music technology	Performance skills
Sequencing	using all the understanding of the dimensions and musical conventions students will be able to use these to compose their own music for film/ game music	students will be aware of timings and will be able to create their film music on the computer applying further music conventions through the software which they wouldn't have been able to do with live instruments/	applying all knowledge and skills learnt over the last 3 years pupils will then use these to create a final performance either as a solo or in groups. This should demonstrate all key concepts and understanding from previous units.
Extended Learning			
Formal Assessment	performance of music along side film music- listening assessment	Share final music technology piece- listening assessment	final live performance- listening assessment

Year 10			
Qualification	RSL: Music practitioners		
Topic	Knowledge	Rehearsal skills	
Sequencing	builds on knowledge gained from key stage 3 and looks at specific styles and how they are composed/ developed	developing instrumental skills/ musicianship skills	
Extended Learning	Research of conventions used in different styles/ practicing instrument outside of classroom	practicing outside of the classroom	
Formal Assessment	Submission of 201ta	submission of rehearsal log and health and safety document.	

Year 11			
Qualification	RSL: Music practitioner		
Topic	Managing a music product Introduction to Music	The music industry	The music industry
Sequencing	final performance to show development and ability to perform to an audience.	Understand different types of organisations that make up the music industry Understand job roles in the music industry	Understand different types of organisations that make up the music industry Understand job roles in the music industry

Extended Learning	continue to practice pieces outside of the lesson/ exam revision	Exam revision	Exam revision
Formal Assessment	Coursework submitted	Formal written exam	Formal written exam
Post Year 11			
Further Education/training in: Music can be studied at college and at specialist colleges for Music		Employment in: music industry- performance, technology, composition, teacher	