

Subject: Music

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<u><i>Elements of music</i></u> Students will learn about the elements of music and how to identify them in a piece of Music	<u><i>Graphic Scores</i></u> Students will use the elements of music learnt previously to perform a graphic score	<u><i>March & the Waltz</i></u> Students will learn how to perform the Ruislip High School March using rhythmic notation	<u><i>The Keyboard</i></u> Students will learn how to read music and play the keyboard	<u><i>Horror Music</i></u> Students will learn how to use the Chromatic scale to compose music	<u><i>Ukulele Topic</i></u> Students will learn how to play the ukulele, focusing on basic chords and strumming patterns. They will learn to accompany simple songs and perform as part of an ensemble.
Key Content and Skills	Students will learn the elements of music and be able to identify them through practical activities. Keywords include: Dynamics, Tempo, Pitch, Timbre, Texture, Silence,	Students will use the elements of music in order to perform a graphic score piece	Students will learn how to use the following notes and symbols: Crotchet, Crotchet rest, Minim, Minim rest, Quaver, Quaver rest, Double Bar, Time Signature, Semibreve, Semibreve rest	Students will learn how to play the following notes on the keyboard: C, D, E, F, G, A, B. They will also learn about the treble and bass clefs, the stave and bar lines.	Students will learn about the following keywords: Dissonance, Rallentando, Accelerando, Diminuendo, Crescendo, Ostinato, Ternary Form, Harmony, Dynamics, Binary Form	Students will learn how to play the following chords: C, F, G, and Am. They will develop their strumming technique and learn about chord progressions. Keywords include: Chord, Strumming, Progression, Ensemble, Accompaniment.

	Attack and decay, Duration, Crescendo					
Assessment	Keyword & listening test	Graphic Score performance with percussion instruments	Rhythm-focused performance on the Ruislip High School Marches	Keyboard performance	Keyboard composition piece	Ukulele performance
How can students prepare beyond the classroom?	Students will need to revise their key terms and find examples for each of them using their voice or a musical instrument	Students could listen to music of their choice and try to create a graphic score to represent what they hear while using a variety of musical elements	Students could listen to a variety of pieces of music that are either a march or a waltz	Students could look on the Internet and find a picture of a keyboard and learn where the notes are or research how to write the treble clef notes on the stave	Students could research horror movie soundtracks to get inspiration for their own compositional work	Students could watch online tutorials to practise chord changes and strumming patterns. They could also listen to songs that feature the ukulele (such as pop, folk, or Hawaiian music) and try to play along.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<u>African Drumming</u> Students will learn to play an African piece of music and perform this to the class	<u>Rap Music</u> Students will learn about Hip Hop culture and write their own anti-smoking Rap	<u>Moods and Emotions</u> Students will learn how to use major and minor scales to compose Music that expresses a	<u>Moods and Emotions</u> Students will complete the composition and perform it	<u>Blues Music</u> Students will learn about the 12-bar blues and how to improvise	<u>Musical Theatre</u> Students will learn about the history of Musical Theatre and learn to perform a piece (singing)

			mood			
Key Content and Skills	Students will learn key words such as call and response, polyrhythm and ostinato and learn how to play the Djembe drum	Students will understand the elements of Rap Music through listening and performing tasks. Keywords/content include: Tone change, rhyming pairs, time signatures	Students will work on keyboard skills on a number of different practical tasks including learning a variety of scales which will then be used in their composition	Students will look into keywords and compositional devices such as choice of voice, tempo and harmony and be assessed on their performance of their work	Students will learn how to play the blues scale, chords and how to improvise on keyboards/guitar and ukulele	Students will learn key vocabulary such as what a jukebox or book musical, duet, chorus and solo is and sing songs from famous musical productions
Assessment	Percussion Performance	Rap Performance	Assessment Stage 1 - listening paper.	Assessment Stage 2 composition	Keyboard Performance	Singing Performance
How can students prepare beyond the classroom?	Students can research west African traditional instruments such as the Djembe, Bobgos, Agogo bells and African Shaker	Students can create their own backing beat to go with their rap lyrics using the songmaker tool on google	Students can research and learn all types of major and minor key signatures beyond the ones taught in class	Students can learn how to play major and minor scales from page 4 in their booklets and research how to play D major and B minor	Students can research the history of Blues music and find the names of different famous Blues artists	Students can research different types of musicals, watch recorded musical productions and learn key songs

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students	<u>Variation in Music</u> Students will learn the meaning of	<u>BritPop</u> Students will learn the history of BritPop	<u>Music for Screen</u> Students will learn about the purpose	<u>Music for Screen</u> Students will learn about the purpose	<u>Reggae Music</u> Students will learn the characteristics	<u>What makes a good song?</u> Understand the

are learning	'Variation' in Music and create the own variation of Frere Jacques	music and learn how to play/sing an Oasis song in bands	of music in film and tv and compose music to go with a scene	of music in film and tv and complete their composition	of Reggae Music and perform a piece in bands	different textural and structural elements of a song/popular song
Key Content and Skills	Students will learn how a popular theme tune can be changed to create a variation. They will also recap their keyboard skills from last year and work on a practical task to create their own variation of a popular theme tune	Students will learn about two BritPop bands through listening exercises that identify the characteristics of the style. Keywords include shoe-gazing and verse-chorus form	Students will learn about diegetic and non-diegetic music as well as look back into the history of film music starting with Silent Films in the 1920s	Students will learn about diegetic and non-diegetic music as well as look back into the history of film music starting with Silent Films in the 1920s	Students will learn to identify the key features of Reggae Music through listening tasks and practicals focusing on songs by Bob Marley.. Keywords include syncopation and riffs	Popular Song Structure Introduction, Lyrics, Hook, Riff, Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement
Assessment	Keyboard Assessment	Band Performance	Listening assessment	Keyboard/Music Tech Composition	Band Skills Performance	Performing a pop song
How can students prepare beyond the classroom?	Students can find out different ways in which a tune can be varied considering the elements of music such as dynamics, tempo, pitch, duration and key	Students can find more BritPop bands and do extended listening on the style of music we are working on	Students could watch a short excerpt from a Charlie Chaplin film and take note of how the music enhances the action of the film	Students can research the use of music technology in film music and famous softwares used to create soundtracks	Students can research the life of Bob Marley and other famous Reggae artists and do extended listening on the style we are working on	Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	GCSE Edexcel Music Introduction Set works, Solo Performance and MuseScore Composition	Set works, Solo Performance and GarageBand Composition introduction	Set works, Ensemble performance and GarageBand fight scene composition	Set works, Ensemble performances and free composition	Set Works: focusing on dictation and comparison questions	Solo Performance Choice and free composition focus
Key Content and Skills	Instrumental Music Set Works - Bach - Beethoven	Vocal Set Works - Music for a while - Killer Queen	Music for Stage & Screen Set Works - Star Wars - Defying Gravity	Fusion Set Works - Samba Prelude - Release	A combination of all set works and key vocabulary explored previously	Working on developing practical skills such as accuracy, fluency and expression
Assessment	Mini set work assessments + MuseScore Composition	Mini set work assessments + Performance recordings	Mini set work assessments + Garageband composition	Mini set work assessments and ensemble performance recordings	Set work, dictation and comparison assessments	Mini set work assessments
How can students prepare beyond the classroom?	Students could prepare a solo on their chosen instrument or voice and perform to the class and listen to a professional recording of the performance to assist them with their rehearsal Students could also listen to two pieces of music of their choice and identify the following musical features: • Pitch • Rhythm • Metre • Tempo					

	• Voices and instruments used • Dynamics • Special effects used • Style and genre
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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Revision of set works and frequent exam practice papers		Revision of set works and frequent exam practice papers		Revision of set works and frequent exam practice papers	
Key Content and Skills	• Individual compositions • Solo and ensemble performances		• Performance recordings • Composition submissions		• Revision	
Assessment	Practice papers		Practice papers		Practice papers	
How can students prepare beyond the classroom?	Students should: • Use the Edexcel performance guide to choose a suitable piece for their solo performance		Students should: • Choose a solo and ensemble piece and start to rehearse this ready for the practical exam		Students should: • Revise and prepare for exams	