

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 create their own piece of music	<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>Instruments of The Orchestra</i></u> Students will learn about the Instruments of the Orchestra
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, Attack and decay, Duration, Crescendo	Students will use the elements of music in order to create their own graphic score piece and perform it	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 nar lines.	Students will learn about the following keywords: Dissonance, Rallentando Accelerando Diminuendo Crescendo, Ostinato Ternary Form Harmony, Dynamics Binary Form	Students will learn about the instruments of the orchestra and the different instrumental families such as the strings, the woodwind, the brass and the percussion.

Assessment	Keyword & listening test	Graphic Score composition & performance with percussion instruments	Rhythm-focused performance on the Ruislip High School Marches	Keyboard performance	Keyboard composition piece	Listening assessment
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 listen to a variety of pieces of music that involve different instrumental families in different styles such as baroque, classical, jazz and popular music.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<u>African Music</u> Students will learn to play an African piece of music and perform this to the class	<u>Blues Music</u> Students will learn about the 12-bar blues and how to improvise	<u>Moods and Emotions</u> Students will learn how to use major and minor scales to compose Music that expresses a mood	<u>Moods and Emotions</u> Students will complete the composition and perform it	<u>Rap Music</u> Students will learn about Hip Hop culture and write their own anti-smoking Rap	<u>Musical Theatre</u> Students will learn about the history of Musical Theatre and learn to perform a piece (singing)
Key Content	Students will learn key words such as	Students will learn how to play the	Students will work on keyboard skills	Students will look into keywords and	Students will understand the	Students will learn key vocabulary such

and Skills	call and response, polyrhythm and ostinato and learn how to play the Djembe drum	blues scale, chords and how to improvise on keyboards/guitar and ukulele	on a number of different practical tasks including learning a variety of scales which will then be used in their composition	compositional devices such as choice of voice, tempo and harmony and be assessed on their performance of their work	elements of Rap Music through listening and performing tasks. Keywords/content include: Tone change, rhyming pairs, time signatures	as what a jukebox or book musical, duet, chorus and solo is and sing songs from famous musical productions
Assessment	Percussion Performance	Keyboard Performance	Assessment Stage 1 - listening paper. Major minor pieces	Assessment Stage 2 composition	Rap 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 research the history of Blues music and find the names of different famous Blues artists	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 create their own backing beat to go with their rap lyrics using the songmaker tool on google	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 are learning	<u>Variation in Music</u> Students will learn the meaning of 'Variation' in Music and create the own variation of Frere	<u>BritPop</u> Students will learn the history of BritPop music and learn how to play/sing an Oasis song in bands	<u>Music for Adverts</u> Students will learn about the purpose of music in film and tv and compose music to go with a	<u>Music for Adverts</u> Students will learn about the purpose of music in film and tv and complete their	<u>Reggae Music</u> Students will learn the characteristics of Reggae Music and perform a piece in bands	<u>What makes a good song?</u> Understand the different textural and structural elements of a

	Jacques		scene	composition		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?	<p>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</p> <p>Students could also listen to two pieces of music of their choice and identify the following musical features:</p> <ul style="list-style-type: none"> ● Pitch ● Rhythm ● Metre ● Tempo ● Voices and instruments used ● Dynamics 					

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Individual compositions • Solo and ensemble performances 		<ul style="list-style-type: none"> • Performance recordings • Composition submissions 		<ul style="list-style-type: none"> • Revision 	

Assessment	Practice papers	Practice papers	Practice papers
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Use the Edexcel performance guide to choose a suitable piece for their solo performance 	<p>Students should:</p> <ul style="list-style-type: none"> • Choose a solo and ensemble piece and start to rehearse this ready for the practical exam 	<p>Students should:</p> <ul style="list-style-type: none"> • Revise and prepare for exams