

Subject: **Music**

Year group: **7**

**Core Content Overview:**

Pupils will learn the basics of Music Theory through practical and creative work. The development of different skills such as reading rhythms and staff notation and learning to play instruments will be re-visited throughout the year so that the pupils will end year 7 with a good knowledge of the theory of music as well as performance and composing skills.

<p><b>Autumn Term 1</b> Baseline testing – All pupils will be tested on their knowledge and experience of Music. This is completed over the course of 4/5 weeks and includes a listening test; a performance and completing a composition. Pulse and Rhythm – Pupils begin to learn about the fundamental aspects of music theory including identifying pulse and time signatures and performing and composing short rhythmic ideas.</p>	<p><b>Spring Term 1</b> Instruments of the Orchestra - A large project which aims to build on Music theory by teaching pupils to read musical staff notation as well as rhythms from their previous topic. Pupils also learn to identify Orchestral instruments by both sight and sound and how each family of instruments are related and grouped and how they produce their individual sounds</p>	<p><b>Summer 1</b> Programme Music – Building on Instruments of the Orchestra, pupils learn about how different instruments can be used/played to create music that can tell a story or express moods. Pupils will study Saint Saëns’ Carnival of the Animals and will compose a piece of programme music based on an animal from this work by Saint Saëns.</p>
<p><b>Autumn Term 2</b> Pulse and Rhythm continued - In this half term the pupils will learn to play Samba percussion pieces and will be assessed on composing and performing a group Samba piece.</p>	<p><b>Spring Term 2</b> Structure and Form – Pupils will learn about how pieces of music are put together and will learn how to compose in phrases (musical sentences). This builds on prior knowledge of writing short patterns and extending their ideas.</p>	<p><b>Summer 2</b> Performance Skills – Pupils will work on improving their performing skills on keyboard and ukulele. Students who already play will have the opportunity to perform on a chosen instrument as an alternative.</p>

**Key Skills:**

Performing – Developing a wide variety of performing skills through singing and playing keyboard, percussion, ukulele and guitar  
 Composing – Beginning by learning to compose short rhythmic ideas and developing these into longer (12-16 bar) compositions within given guidelines and structures  
 Listening – Developing the ability to apply musical terminology to pieces of music they hear and study through listening to a wide variety of musical genres.

<b>GRADE</b>	<b>DESCRIPTOR</b>
<p>Yr 7 Grade 7</p>	<p>Performing - Pupils will be able to play pieces of music on the keyboard using 2 hands together (left hand plays a more independent part) at grade 1 standard. They can perform with only minor inaccuracies in pitch and rhythm and there may be minor hesitations, during the performance which do not affect the overall fluency. Some musical detail and character is present in the performance.                      Composing – The piece uses some interesting and idiomatic rhythms (in relation to the topic); Some harmony has been added and the tonality of the piece is clear; The melody has an overall effective shape and is playable on the chosen instrument; It has a clear structure;</p>

	<p>Musical detail, such as dynamics, phrasing and articulation are used with understanding and the score presented is mostly accurate. Pupils are able to write about their compositions and identify its strengths and weaknesses and give solutions for improvements in relation to the given brief. SPaG and musical vocabulary is used effectively.</p>
Yr 7 Grade 4/5	<p>Performing - Pupils will be able to play a whole piece of music with a simple left hand accompaniment. They can perform pieces so the music is recognisable but there may be inaccuracies in pitch and rhythm and there may be several hesitations which disrupt the flow of the music. There is a basic sense of style and character. Composing –The piece uses simple rhythms and a reasonably clear use of tonality (in relation to the topic); The melody is mostly playable and has some use of repetition and contrast which gives the piece a sense of structure; Some musical detail has been included and the score presented may include some inaccuracies, making intentions unclear. Pupils are able to write about their compositions and identify its strengths and weaknesses in relation to the given brief. Some errors in SPaG and use of musical vocabulary and no solutions for improvements to the composition are given.</p>
Yr 7 Grade 1	<p>Performing - Pupils can only perform one line of phrase and the outline of the music may barely recognisable. The performance feels underprepared and is incomplete or played with gaps and hesitations throughout. No consideration has been given to the style or character of the music.</p> <p>Composing – The tonality of the piece is unclear and uses very simple rhythms or is incomplete resulting in an unclear structure. Musical detail has not been considered and the evaluation hasn't been written in full sentences or is difficult to read. The score is also incomplete.</p>

**Core Content Overview:**

Building on the development of basic theory in year 7, pupils will now begin to explore more topic based learning which requires them to recall and extend their knowledge of musical conventions from a wide range of musical genres. With a focus on exploring tonality and textures.

**Autumn Term 1**

Chromaticism – Learning about tones and semitones and being able to play a chromatic scale accurately and fluently. Pupils are assessed on playing Fur Elise by Beethoven (which uses chromaticism) and study the life of the composer and learn to do an extended piece of writing about the music.

**Spring Term 1**

Catchy Tunes (composition) –The pupils will work on composing a “catchy tune” which incorporates the conventions discussed in the previous half terms work. An emphasis will be placed on revisiting some work from year 7 on rhythms, staff notation and structure.

**Summer 1**

Classical Music – In this term long topic the pupils will explore the history of Classical music from Baroque to Romantic music (1600-1910) They will learn about the conventions of each period and the differences and similarities between them. The pupils will be assessed on both performance and composition.

**Autumn Term 2**

Catchy Tunes – Discovering what makes a tune catchy through performing analysing and studying pieces of music. This half terms focus will be on a performance assessment and the pupils can choose from various different pieces to learn and perform.

**Spring Term 2**

Bass Lines – Pupils explore the use of bass lines in different pieces of music from different genres. This will also include learning to read bass clef notation. Pupils will go on to being assessed in playing Pachelbel’s Canon in D which is based on a well-known bass line.

Pupils can choose between performing either Spring by Vivaldi (Baroque) or In the Hall of the Mountain King by Grieg (Romantic) and will work on composing a piece of music in a classical style.

**Key Skills:**

Performing – Developing a wide variety of performing skills through different topics by singing and playing keyboard, ukulele, guitar or own choice of instrument.

Composing – Composing longer (12-16 bar) compositions within given guidelines and structures with the addition of adding chords and harmony.

Listening – Continuing to apply old and newly learn musical terminology to pieces of music they hear and study through listening to a wide variety of musical genres.

GRADE	DESCRIPTOR
Yr 8 Grade 7	Performing - Pupils will be able to play pieces of music on the keyboard using 2 hands together (left hand plays a more complex part) at grade 2 standard. They can perform with only minor inaccuracies in pitch and rhythm and there may be minor hesitations, during the performance which do not affect the overall fluency. Some musical detail and character is present in the performance. Composing – The piece uses some interesting and idiomatic rhythms (in relation to the topic); Chordal harmony has been added and the texture of the music has been considered; The tonality of the piece is clear; The melody has an overall effective shape and is playable on the chosen instrument; It has a clear structure; Musical detail, such as dynamics, phrasing and articulation are used with understanding and the score

	<p>presented is mostly accurate. Pupils are able to write about their compositions and identify its strengths and weaknesses and give solutions for improvements in relation to the given brief. SPaG and musical vocabulary is used effectively.</p>
<p>Yr 8 Grade 4/5</p>	<p>Performing - Pupils will be able to play a whole piece of music with a more independent left hand accompaniment (grade 1 standard). They can perform pieces so the music is recognisable but there may be inaccuracies in pitch and rhythm and there may be several hesitations which disrupt the flow of the music. There is a basic sense of style and character. Composing –The piece uses simple rhythms there is a reasonably clear use of tonality and some effective harmony has been added (in relation to the topic); The melody is mostly playable and has some use of repetition and contrast which gives the piece a sense of structure; Some musical detail has been included and the score presented may include some inaccuracies, making intentions unclear. Pupils are able to write about their compositions and identify its strengths and weaknesses in relation to the given brief. There may be some errors in SPaG and use of musical vocabulary and no solutions for improvements to the composition are given.</p>
<p>Yr 8 Grade 1</p>	<p>Performing - Pupils can only perform the melody with their right hand only and the outline of the music may be barely recognisable. The performance feels underprepared and is incomplete or played with gaps throughout. No consideration has been given to the style or character of the music. Composing – The choice of notes outline the tonality of the piece but the composition uses simple rhythms or is incomplete resulting in an unclear structure. Musical detail has not been considered and the evaluation hasn't been written in full sentences or is difficult to read. The score is also incomplete.</p>

Subject: **Music**

Year group: **9**

**Core Content Overview:**

Pupils in year 9 explore and study different types of popular music and World Music (in-line with the GCSE specification). The aim of the curriculum is for pupils to hone their performance and composition skills in preparation for beginning the GCSE course (option subject) and to have a deeper theoretical and contextual understanding of the music they study than in previous years.

**Autumn Term 1 - Blues and Ragtime**

In this topic the pupils study the conventions of blues including chord accompaniments and vamping to improvisation. They then study the Ragtime works of Scott Joplin, performing The Entertainer and composing their own ragtime composition, with a focus on syncopated rhythms, triadic melodies and vamp accompaniments.

**Spring Term 1 - Film Music – Themes**

Through composing and performing film themes the pupils learn about the works of composers like John Williams and Hans Zimmer. Discussing composing ideas such as leitmotifs and using major, minor, diminished chords and heroic 5ths the pupils will study and play a wide range of music.

**Summer Term – World Music**

This term-long topic covers the music from 3 different areas: Africa, India and Jamaica. The first half term will include 2/3 lessons on each style of music, putting together short performances both as a class and individually. They will also study the conventions of each style as well as developing their

**Autumn Term 2 - Popular Music**

Following on from Blues, pupils look at the development of popular music from The Beatles to the present day. This more performance based topic allows pupils to perform a piece of their choice in groups, demonstrating the performance skills they have developed since year 7.

**Spring Term 2 - Film Music – Incidental**

Continuing on from the last topic pupils will now explore incidental music used in films. They will continue to discover how tonality and instrumentation can affect the mood of pieces of music and will compose their own incidental music for a short (2 minute) clip from an animated film.

contextual understanding of the instruments, textures and structures found in the different genres of music. In the second half term the pupils will work on developing a group performance of one of the styles (their own choice).

**Key Skills:**

Performing – Developing a wide variety of performing skills through different topics by singing and playing keyboard, ukulele, guitar or own choice of instrument.

Composing – Composing longer compositions within given guidelines and structures with the addition of adding chords and harmony and experimenting with texture and instrumentation

Listening – Continuing to apply old and newly learn musical terminology to pieces of music they hear and study through listening to a wide variety of musical genres.

GRADE	DESCRIPTOR
Yr 9 Grade 7	<p>Performing - Pupils will be able to play pieces of music of grade 3 standard. They can perform with only minor inaccuracies in pitch and rhythm and there may be minor hesitations, during the performance which do not affect the overall fluency. Some musical detail and character is present in the performance. Composing – The piece uses some interesting and idiomatic rhythms (in relation to the topic); Idiomatic use of chords and the texture of the music has been considered and the tonality of the piece is clear and includes the use of a modulation; The melody has an overall effective shape and is playable on the chosen instrument; It has a clear structure; Musical detail, such as dynamics, phrasing and articulation are used with understanding and the score presented is mostly accurate. Pupils are able to write about their compositions and identify its strengths and weaknesses and give solutions for improvements in relation to the given brief. SPaG and musical vocabulary is used effectively.</p>
Yr 9 Grade 4/5	<p>Performing - Pupils will be able to play a whole piece of music with a complex independent left hand accompaniment (grade 2 standard). They can perform pieces so the music is recognisable but there may be inaccuracies in pitch and rhythm and there may be several hesitations which disrupt the flow of the music. There is a basic sense of style and character. Composing –The piece uses simple rhythms there is a clear use of tonality and some effective harmony has been added (in relation to the topic); The melody is mostly playable and has some use of repetition and contrast which gives the piece a sense of structure; Some musical detail has been included and the score presented may include some inaccuracies, making intentions unclear. Pupils are able to write about their compositions and identify its strengths and weaknesses in relation to the given brief. There may be some errors in SPaG and in the use of musical vocabulary and no solutions for improvements to the composition are given.</p>
Yr 9 Grade 1	<p>Performing - Pupils can perform the piece with a simple left hand accompaniment though the outline of the music may be barely recognisable. The performance feels underprepared and is incomplete or played with gaps throughout. No consideration has been given to the style or character of the music.</p> <p>Composing – The choice of notes outline the tonality of the piece and some simple harmony has been added. The composition uses simple rhythms or is incomplete resulting in an unclear structure. Musical detail has not been considered and the evaluation hasn't been written in full sentences or is difficult to read. The score is also incomplete.</p>