

Year 7	Half Term 1	Half Term 2	Half Term 3 & 4	Half Term 5 & 6
Theme	Exploring the musical elements		Programme Music	Music Around the World
Knowledge	<ul style="list-style-type: none"> Rhythm and notes duration: semibreve, minim, crotchet, quaver - Kodaly Single staff and Grand staff Treble and Bass clefs Rhythm sight reading & dictation Simple and Compound time signatures Key Signature – Major Scales Single and double bar lines. Tempo The Pulse and use of Metronome Simple rhythmic patterns Polyrhythm Melodic intervals Solfa 	<ul style="list-style-type: none"> Ear Training – Aural assessment. Rhythm and notes duration: triplets and quintuplets. Major and minor scales. Elements of choir and voices. Voice ranges Developing the use of Dynamics. Unison singing. Choir singing practice. 	<ul style="list-style-type: none"> Exploring soundscapes within the musical elements Creating a positive mood – major scales Creating an alternative mood – minor scales Developing texture Understanding how timbre depicts music characters Developing an understanding of music structure Developing composition skills by creating melodies in response to a brief as well as chords and bassline. 	<ul style="list-style-type: none"> Analysing, practising and performing music repertoire Understanding and evaluating music structure Exploring polyrhythmic patterns. Exploring diminished and augmented chords Exploring sevenths chords Understanding and evaluating different music styles/genres. Exploring chord progression in different music styles and genres Realising a piece of music/song that reflects a traditional/cultural background.
Skills	<ul style="list-style-type: none"> Pitch recognition Recognise and recreate melodies by ear Reading and singing Music without prior preparation – Sight-reading Clapping and tapping rhythmic patterns. Clapping and tapping polyrhythms Performing on an instrument 	<ul style="list-style-type: none"> Voice leading – understanding how individual notes move from one chord to another. Texture – Monophonic, homophonic and polyphonic. Form and Structure Articulation and Phrasing Shape Choral singing 	<ul style="list-style-type: none"> Create a melody in response to a music brief Create a chord progression in response to a music brief Create a rhythmic pattern in response to a music brief Create a bassline in response to a music brief Create, finalise and perform a short piece of music in response to a music brief. 	<ul style="list-style-type: none"> Develop music analysis skills in styles and genres such as Calypso, Jazz, Blues, Cuban, Bossa Nova, etc. Create a piece of music that reflects a specific style or genre. Create rhythmic pattern in response to a brief. Evaluate a piece of music and rearrange its style or genre. Practice, play and perform music repertoire to improve instrumental abilities. Create a piece of music/song in response to a brief.
Independent Learning	KS3 Music - BBC Bitesize	KS3 Music - BBC Bitesize	KS3 Music - BBC Bitesize – Ten pieces	Music and Dance from Bali London Symphony Orchestra

Year 8	Half Term 1 & 2	Half Term 3 & 4	Half Term 5 & 6
Theme	Songwriting	Musical roots	Dance Music
Knowledge	<ul style="list-style-type: none"> Understanding Song Structure: Verse-Chorus Form (A-B-A-B) or Verse-Chorus-Bridge Form (A-B-A-B-C-B) Exploring music repertoire as well as well-known songs to evaluate success criteria. Creating memorable, singable melodies that are easy to recall. Understanding how to work within a melodic range complements the genre and vocals. Using a second melody to complement or contrast with the main melody, adding complexity. Deciding on a central theme or message that the song will convey. Using rhyme schemes to structure lyrics while paying attention to rhythm. Understanding Chord Progressions: I-IV-V - ii-V-I - I-V-vi-IV. Understanding how to introduce new elements (like a second verse or bridge) to maintain interest. 	<ul style="list-style-type: none"> Exploring a typical structure based on a 12-bar chord progression, 12-Bar Blues. Understanding a conversational style between vocals and instruments - Call and Response. Exploring Improvisation techniques within pentatonic scales for solos and riffs. Using complex harmony with extended chords – 7ths and 9ths. Understanding rhythmic accents placed off the beat – Syncopation and Clave Rhythm to create complex grooves. Analysing music repertoire and evaluating its rhythmic characters, such as typical salsa bands with timbales, congas, bongo drums, and a piano or guitar section, alongside brass instruments like trumpets and trombones. Exploring multiple overlapping rhythms to create layered rhythmic feels. 	<ul style="list-style-type: none"> Understanding Dance Music Genres from Baroque to contemporary music Exploring each genre's characteristics, tempo ranges, and audience expectations. Analysing music repertoire by focusing on layering and Understanding how to mix and create melodies in the same key and modulating between keys for variation. Exploring chord progressions in dance music. Understanding basic chord progressions (I-IV-V or variations) Melody Writing: Writing catchy, simple melodies that are easy to remember and conducive to dancing. These often revolve around short, repetitive hooks. Writing basslines that complement the beat. In many forms of dance music.
Skills	<ul style="list-style-type: none"> Use music theory tools such as major and minor scales, intervals, modes, and chord structures. Use simple and compound time. Key Changes and Modulations to add an unexpected lift or emotional shift, often used in the bridge or after a chorus. Rhythmic or Melodic Variation: Slightly changing the rhythm or melody in different song parts to create interest and progression. Use of vocal warm-ups. Collaborating with other musicians to bring new ideas and perspectives to a song/lyric writing/melody creation. 	<ul style="list-style-type: none"> Develop improvisation skills by using the Blues scale and its variations. Practice and perform major, minor and diminished scales as well as Dorian, Phrygian and Mixolydian. Practice and perform rhythmic patterns on percussion instruments such as congas, bongos and cowbells. Practice and perform bass lines that fit within the syncopated rhythm of salsa. Practice and perform arrangements that incorporate the interaction between rhythm, melody and harmony. Create a piece of music/song in response to a brief. 	<ul style="list-style-type: none"> Develop music analysis skills that can be applied to styles and genres such as Minuet, Gavotte, Waltz, etc. Create a piece of music that reflects a specific style or genre. Create a rhythmic pattern in response to a brief. Evaluate a piece of music and rearrange its style or genre. Practice, play and perform music repertoire to improve instrumental abilities. Create a piece of music/song in response to a brief.
Independent Learning	Writing lyrics - KS3 Music - BBC Bitesize Writing songs - KS3 Music - BBC Bitesize	Improvisation - with instruments - KS3 Music - BBC Bitesize	Compose your own minimalist music - with Steve Reich and Ten Pieces - KS3 Music - BBC Bitesize

Year 9	Expressive Arts Carousel
Theme	Protest Music and Music & Media
Knowledge	<ul style="list-style-type: none"> • Exploring chord progression and cadences • Understanding rhythmic sight reading & dictation • Using the 7th chord in the C Major Harmony • Exploring arpeggios and chord tones • Analysing elements of Jazz music and improvisation. • Evaluating and analysing music repertoire. • Exploring well-known music pieces/songs and evaluating their instrumental and compositional characteristics. • Understanding how the musical elements impact creating a specific scenario. • Exploring alternative ways of making music – music in a digital format. • Understanding how to create a layered piece of music in a digital format. • Exploring alternative ways of inputting notes – use of MIDI keyboards. • Exploring how to coordinate/align and quantise a digital piece of music. • Understanding how to refine, complete and publish a piece of music.
Skills	<ul style="list-style-type: none"> • Develop music analysis skills that apply to styles and genres such as classical, romantic, Impressionism, serialism, minimalism, etc. • Create a piece of music that reflects a specific style or genre. • DAW Proficiency: Familiarity with digital audio workstation synthesizers and sampling for recording, producing, and editing music. • Create a chord progression in response to a brief. • Analyse music repertoire and understand its compositional techniques. • Practice, play and perform music repertoire to improve instrumental abilities. • Create a piece of music/song in response to a brief.
Independent Learning	<p>Playing together - KS3 Music - BBC Bitesize Music rights and publishing - who owns your music? - KS3 Music - BBC Bitesize Composing music for video games - KS3 Music - BBC Bitesize</p>