

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn</b>  <b>Half</b> <b>Term 1</b>	<b>Building bricks – the elements of music.</b>  Rhythm, pulse, melody, pitch, dynamics, tempo, articulation. Introduction to rhythmic notation.  Body & hand percussion	<b>Formative assessment:</b> <ol style="list-style-type: none"> <li>Teacher observations of practical work as a whole class, and during group work.</li> <li>Practice theory questions similar to ones in summative test paper.</li> </ol> <b>Summative assessment:</b> <ol style="list-style-type: none"> <li>Music theory, listening and appraisal test paper.</li> </ol> Teacher observation of group rhythmic compositions.	Music creation and music theory.  Music performance & instrumental  Content taught in this unit is fundamental to learning music in future units must be taught first –with key focus on understanding basic musical terminology.  <b>Declarative knowledge</b> – Understanding music key terms and rhythmic values.  <b>Procedural knowledge</b> – Rhythmic performance and music analysis, reading standard rhythm notation.  <b>Disciplinary knowledge</b> – Learning about core music theory principles such as sense of pulse.	Pupils to learn and explore unit specific terminology including all fundamental elements of music.  Pupils will be introduced to speaking/ writing frames when describing the fundamental elements of music.  Pupils will begin to talk about their work using sentence starters/talk tactics
<b>Autumn</b>  <b>Half</b> <b>Term 2</b>	<b>Ukulele</b>  Pupils develop performance skills and develop understanding of core elements of music/ basic notation.  Also introduces pupils to core features of pop music (chord, chord progression, riff etc..)	<b>Formative assessment:</b> <ol style="list-style-type: none"> <li>Teacher observations of ukulele practice, individual and whole class.</li> <li>Mini key words tests peer/ self-assessed in class.</li> </ol> <b>Summative assessment:</b> <ol style="list-style-type: none"> <li>Teacher observation of individuals performing a pop song on ukulele during group performances.</li> </ol>	Music performance & instrumental  Introduces pupils to instrumental performance on an instrument and with (pop) music that is easily accessible to a beginner.  It is important to develop pupil self-confidence through performance at this early stage – ukulele is likely something that is likely new to everyone so will allow for strong sense of achievement.  <b>LINKS TO C2</b>  <b>Declarative knowledge</b> – Learning key term definitions and memorising chord positions/ patterns.  <b>Procedural knowledge</b> – Develop ukulele instrumental skills  <b>Disciplinary knowledge</b> – Pupils to explore how pop songs are constructed/ underpinning music theory.	Pupils to learn and explore unit specific terminology (chord, chord progression, riff etc..)  Pupils practice oracy in frequent class discussion/ peer feedback.  Reading comprehension homework.

<p><b>Spring Half Term 3</b></p>	<p><b>Video game music – introduction to DAW</b></p> <p>Leitmotif, atmosphere/ ambience, musical device/ sound effects.</p>	<p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>1. Pupils complete and submit short projects each lesson which will be reviewed by teacher.</li> <li>2. Mini key words tests peer/self-assessed in class.</li> </ol> <p><b>Summative assessment:</b></p> <ol style="list-style-type: none"> <li>3. Pupils produce a final video game composition in pairs, demonstrating understanding of basic music technology skills in pairs that is marked.</li> </ol>	<p>Music technology/ production</p> <p>Music creation and music theory.</p> <p>This unit functions as an introduction to music technology (Cubase) and the applications in industry. It requires a good understanding of core musical principles.</p> <p>Needs to be taught early on as DAW work will be incorporated into some lessons in other units.</p> <p><b>LINKS TO C1</b></p> <p><b>Declarative knowledge</b> – Knowing where different functions are on BandLab, learning music technology terminology.</p> <p><b>Procedural knowledge</b> – Knowing how to use a digital audio workstation.</p> <p><b>Disciplinary knowledge</b> – Analysing existing popular video game music and use it for guidance and inspiration.</p>	<p>Pupils to learn and explore unit specific terminology – music technology to include basic tech terms such as “loops, MIDI etc..”</p> <p>Pupils self-reflect/ give peer feedback orally.</p>
<p><b>Spring Half Term 4</b></p>	<p><b>The development of pop music – introduction to keyboard</b></p> <p>Pupils will learn to play short pieces and learn about key musical features of pop music through the 60s to current day. Pitch notation (treble clef)</p>	<p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher observations of piano practice each lesson</li> <li>2. Practice music appreciation questions in class</li> </ol> <p><b>Summative assessment:</b></p> <ol style="list-style-type: none"> <li>3. Teacher observation of individuals performing a pop song on piano</li> <li>4. Short written test based on the genre’s covered, including music listening element.</li> </ol>	<p>Music performance &amp; instrumental</p> <p>Music creation and music theory.</p> <p>Music in culture, styles &amp; genre.</p> <p>This unit explores social relationships and cultural impact of music, it requires some existing performance skills (rhythm and pulse) and core standard notation skills explored earlier in the year.</p> <p><b>LINKS TO C1.</b></p> <p><b>Declarative knowledge</b> – Stating genre key features, key term definitions, reading treble clef/ bass clef notation.</p> <p><b>Procedural knowledge</b> – Keyboard performance skills, music analysis skills.</p> <p><b>Disciplinary knowledge</b> – Exploring existing works and how society has affected the development of pop music.</p>	<p>Upon starting a new genre (e.g. 60s...) Pupils to read short, challenging texts using choral reading/ echo reading and then answer comprehension questions written &amp; orally in group/ pair discussion.</p> <p>Pupils will be guided on strategies for reading for information extraction &amp; speaking frameworks.</p>

<p><b>Summer Half Term 5</b></p>	<p><b>Programme music – introduction to the orchestra</b></p> <p>Further consolidation on key elements of music, and instruction to musical analysis and appraisal. Main focus on composition and music creation.</p>	<p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>1. Pupils complete and submit short composition projects each lesson which will be reviewed by teacher.</li> <li>2. Practice music analysis/ listening questions in lesson.</li> </ol> <p><b>Summative assessment:</b></p> <ol style="list-style-type: none"> <li>3. Pupils produce a programme music composition in pairs, inspired by Camille Saint Sans “Carnival of the animals”.</li> <li>4. Pupils complete an extended written answer to a music analysis question based on Sergei Prokofiev’s “Peter and the Wolf”</li> </ol>	<p>Music performance &amp; instrumental</p> <p>Music creation and music theory.</p> <p>Music in culture, styles &amp; genre.</p> <p>This unit must be taught after learning about the key elements of music to allow pupils to begin to explore music analysis.</p> <p>Programme music is often accessible and appealing to younger pupils, so better placed in Y7.</p> <p><b>Declarative knowledge</b> – Knowing what instruments are in the orchestra, key features of orchestral music, key terms</p> <p><b>Procedural knowledge</b> – How to compose a piece of programme music.</p> <p><b>Disciplinary knowledge</b> – Music analysis based on existing programme music works.</p>	<p>Pupils to learn and explore unit specific terminology.</p> <p>Pupils to use writing and speaking frames when analysing programme music. Group discussions based on analysis of programme music.</p>
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<p><b>Summer</b></p> <p><b>Half</b></p> <p><b>Term 6</b></p>	<p><b>West African Music</b></p> <p>Djembe drumming, dancing and singing</p>	<p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>1. Teacher observations of drumming practice, individual and whole class.</li> <li>2. Mini key words tests peer/ self-assessed in class.</li> </ol> <p><b>Summative assessment:</b></p> <ol style="list-style-type: none"> <li>3. Teacher observation of small group African drumming performance.</li> <li>4. Teacher observation of small group African vocal/ dance performance.</li> </ol>	<p>Music performance &amp; instrumental</p> <p>Music in culture, styles &amp; genre.</p> <p>Pupils will develop rhythmic skills, sense of pulse. Also instrumental skills on djembe drum and vocal skills. Pupils will learn about key musical features and cultural context of West African music, including key terminology such as bass, tone, slap, polyrhythm, call and response etc...</p> <p>It is useful for pupils to have core rhythm and pulse skills before completing this unit.</p> <p>Performing and vocal units need to be equally spaced to support long term memory and retrieval of knowledge. For example, studying lots of vocal work early in Y7 then not doing it until end of Y8 will be easily forgotten by pupils.</p> <p><b>LINKS TO C1</b></p> <p><b>Declarative knowledge</b> – Knowing unit specific terminology, what different sounds are called, key features of the genre.</p> <p><b>Procedural knowledge</b> – Djembe drum and vocal performance skills.</p> <p><b>Disciplinary knowledge</b> – Exploring traditional djembe/ vocal music through listening and appreciation, using this to influence performance.</p>	<p>Pupils will learn specific terminology to West African music, djembe drumming, vocal skills and percussion work.</p> <p>Pupils learn and practice projection of the voice.</p>
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