

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn Half Term 1</b>	<b>The Blues and Jazz</b> Music analysis/ composition - Exploring the development of African music influence in the West Pupils will spend approx. 3-4 lessons exploring key musical features of blues and jazz, including 12 bar blues, improvisation, the blues scale and extended chords. Final 1-2 lessons combining all elements into a final piece.	<b>Formative assessment:</b> 1. Pupils complete and submit short composition projects each lesson which will be reviewed by teacher. These compositions will come together to create a final piece of music. 2. Practice music analysis/ listening questions in lesson. <b>Summative assessment:</b> Pupils will compose and perform a short solo jazz piece on keyboard (or their own instrument if they play an appropriate jazz instrument). The piece must demonstrate typical jazz/ blues stylistic features (e.g. blues scale...)	Music performance & instrumental Music creation and music theory. Music in culture, styles & genre. Requires adequate keyboard skills developed in previous development of pop and band skills 2 unit. <b>Declarative knowledge</b> – Knowing what key features of blues and jazz are. <b>Procedural knowledge</b> – How to improvise, how to play swung rhythms, keyboard performance skills <b>Disciplinary knowledge</b> – Using principles of music theory such as constructing a blues scale to aid improvisation and make it more stylistic.	Pupils to learn and explore unit specific terminology. Pupils to use writing and speaking frames when analysing music. Reading about cultural context of the music; practice strategies such as expert teacher modelling, choral reading, mumble reading and echo reading. <b>Pupils to develop oracy skills when evaluating their work and providing peer feedback to other learners</b>
<b>Autumn Half Term 2</b>	<b>Electronic Dance Music – Development of DAW</b> Bass line, Drum Machine, FX, Structure, Riff/ Hook, MIDI, Loops, Quantising	<b>Formative assessment:</b> 1. Pupils complete and submit short projects each lesson which will be reviewed by teacher. 2. Mini key words tests peer/self-assessed in class. <b>Summative assessment:</b> Pupils produce a final EDM composition in pairs, demonstrating understanding of developing music technology skills in pairs that is marked.	Music technology/ production Music creation and music theory. This unit functions as an intermediate stage between grasping fundamentals of using a DAW, and being able to confidently use it to create original music. EDM music facilitates an effective way of chunking music production skills due to the type of layering involved in the compositional process. <b>Declarative knowledge</b> – Knowing where different functions are on BandLab, learning key features of EDM, learning music technology terminology. <b>Procedural knowledge</b> – Knowing how to use a digital audio workstation. <b>Disciplinary knowledge</b> – Analysing existing popular EDM and use it for guidance and inspiration.	Pupils to learn and explore unit specific terminology – music technology to include basic tech terms such as “loops, MIDI etc..” <b>Pupils will self-reflect and give peer feedback using talk tactics.</b>

<p><b>Spring Half Term 3</b></p> <p><b>and</b></p> <p><b>Spring Half Term 4</b></p>	<p><b>Vocal and choral skills</b> Pupils learn about vocal technique and work towards a performance</p>	<p><b>Formative assessment:</b> 1. Teacher observations of vocal practice, individual and whole class.</p> <p>2. Mini key words tests peer/ self-assessed in class.</p> <p><b>Summative assessment:</b> Group performance of a composition for voice.</p>	<p>Music performance &amp; instrumental</p> <p>Music in culture, styles &amp; genre.</p> <p>Pupils will develop rhythmic skills, sense of pulse and a range of vocal skills. Pupils will develop an understanding of how they sing and how they can use their voice in different ways to create music.</p> <p>It is useful for pupils to have core rhythm and pulse skills before completing this unit – particularly the vocal samba which will build on the rhythmic work started in Y7.</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> – Vocal performance skills.</p> <p><b>Disciplinary knowledge</b> – Exploring vocal music through listening and appreciation, using this to influence performance.</p>	<p>Pupils will learn specific terminology to the voice and performance skills.</p> <p>Pupils will practice vocal skills such as projection and diction.</p> <p>Pupils will self-reflect and give peer feedback using talk tactics.</p>
<p><b>Summer Half Term 5</b></p> <p><b>and</b></p> <p><b>Summer Half Term 6</b></p>	<p>Composition Skills</p> <p>Using music theory to compose music utilizing the key concepts of: Key/Scales Harmony Tonality</p> <p>Will include paired work on keyboards/ukulele (developing band skills) and BandLab for Education</p>	<p><b>Formative assessment:</b></p> <p>Teacher observations of compositional practice, individual/pairs and small groups</p> <p>Mini key words tests peer/ self-assessed in class.</p> <p><b>Summative assessment:</b></p> <p>Compositions based on tonality – using the correct notes from the scale to create melody and harmony in a given key</p>	<p>Music performance &amp; instrumental</p> <p>To be taught after blues and jazz as this unit increases creative exploration of original music. Pupils must also have some basic keyboard skills covered in development of pop unit.</p> <p>Pupils will have developed some vocal skills in vocal skills unit prior, this unit gives the potential opportunity to build on those vocal skills.</p> <p><b>Declarative knowledge</b> – Learning key term definitions and memorising chord positions/ patterns.</p> <p><b>Procedural knowledge</b> – Develop pop band instrumental skills</p> <p><b>Disciplinary knowledge</b> – Pupils to explore how pop songs are constructed/ underpinning music theory.</p>	<p>Pupils to learn and explore unit specific terminology (chord, chord progression, riff etc..)</p> <p>Pupils practice oracy in frequent class discussion/ peer feedback.</p>