

# Year 7 Music

In Year 7 music you will learn about the building blocks of music. You will learn music from all around the world and use a range of musical instruments:

## Autumn term

### Topic 1: Building Bricks

7.1: Music Elements

Theory/Listening

7.2: Graphic Scores

Performing

## Spring term

### Topic 2: World Music / Singing

7.3: Gamelan

Performing  
/Composing

7.4: Voiceworks

Performing

## Summer Term

### Topic 3: Notation / Sonority City

7.5: keyboards

Composing

7.6: Instruments of the Orchestra

Listening

### How will you be assessed?

You will have 1 progress check point each half term followed by 3 Main Progress Assessment Reviews: November, March & June.

Assessments will be either: Theory, performing or composing.

### Music reading homework

- Reading a selection of music based articles will develop your reading skills. You will develop your musical understanding, how music helps well-being. Provides a good way to relax and unwind.
- Develop your understanding of the music industry.

## What will you learn in year 7?

### Knowledge you will learn:

- Develop your understanding of the musical elements
- Learn about music from different parts of the world
- Learn how to read and write music notation

### Traits you will develop:

- Resilience
- Confidence
- Independence
- Teamwork
- Communication
- Organisation
- Creativity
- Reflection on progress
- Leadership

### Skills you will gain:

- How to compose music using different elements in different styles
- Instrumental skills – voice, percussion, & keyboards
- Performing/composing/listening -music notation, including syncopated rhythms

In this unit you will start your journey toward becoming a musician. You will listen to, perform and compose music, developing your sense of rhythm and beat. You will begin to develop your understanding of the musical element – the building blocks of music that all musicians need to consider.

## 7.1 Music Elements



Dynamics, Tempo, Pitch, Structure, Texture, Silence, Articulation, Timbre & Duration



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



Developing musical knowledge/theory  
Developing music listening skills-  
identifying and describing musical  
elements.

## 7.2 Graphic Scores



Linking images to music elements, listening skills, dynamics, creative skills, making judgements, duration, pitch



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



Developing confident musicians: perform to describe a picture/image, identifying musical elements aurally, performing using variation of musical elements, structure.

### Main Assessment 1: Music Theory

Complete Music theory based questions from topics. To check understanding, recall and knowledge is embedded.

In this unit you will explore music from different parts of the world. You will perform rhythms from Indonesia - Gamelan, further developing your sense of rhythm and beat, and perform rhythms using pentatonic scale. You will perform a song from Polynesia, learning how world music has influence the music we listen to every day. You will learn about how songs are structured, combining all the elements we have learnt so far.

### 7.3 Gamelan

#### Music from Indonesia



**Music of Indonesia:** Slendro Scale, pentatonic, unison, polyrhythms, unison, call and response, pelog scale- heptatonic scale, diminution.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers:** maintain a steady pulse, perform simple rhythms, perform using polyrhythms perform as an ensemble, identifying musical elements



**Singing:** Unison, harmony, call and response, ensemble / group performance, phrasing, pitch, style of song.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers and composers:** perform song/s as a group, in unison, harmony, sense of style, perform as a group in time with accurate pitch and diction.

### 7.4 Voice Works

#### Assessment 2:

Perform piece as an ensemble, displaying ensemble skills, listening skills, music elements- tempo, pitch, dynamics.

In this unit you will learn how music is written down, and how to read music of the stave. You will explore timbre and how to create different sounds from everyday objects. Finally, you will learn how to play music on the keyboard performing pieces of classical music

### 7.5 Keyboards



**Notation:** duration & rhythms, performing from notation, exploring timbre, keyboard skills, scales- C major / A minor.



Resilience, independence, teamwork, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers:** ensemble performance skills (the cup song), perform and compose rhythms using music notation, develop musical texture

### 7.6 Instruments of the Orchestra



**Sections of the Orchestra:** Strings, Woodwind, Brass, Percussion. Role of the conductor, arco, bow, timbre sonority of sounds, pizzicato, (treble and bass clef), keyboard skills.



Resilience, independence, teamwork, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Development confident musicians:** Developing musical knowledge, identifying instrumental names, sounds, techniques, performing skills.

**Assessment 3:**  
Solo  
Performance / Theory  
– Listening.

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# Year 8 Music

In Year 8 music you will further develop the knowledge and skills you learnt in year 7. Pupils will build upon and continue to develop their Music theory knowledge, Performing, Listening and Composing skills.

## Autumn Term

### Topic 1: World Music

8.1: All That Jazz

8.2: Samba

Composing

Performing

## Spring Term

### Topic 2: Offbeat

8.3: Reggae

8.4: African Drumming

Listening

Performing

## Summer Term

### Topic 3: Popular Song

8.5-What makes a good song? 8.6 Keyboards

Composing

Performing

### How will you be assessed?

You will have 1 progress check point each half term followed by 3 Main Progress Assessment Reviews: November, March & June.

Assessments will be either: Theory, performing or composing.

### Music reading homework

Reading a selection of music based articles will develop your reading skills. You will develop your musical understanding, how music helps well-being. Provides a good way to relax and unwind. Develop your understanding of the music industry



### Knowledge you will learn:

- Further develop your understanding of the musical elements
- Learn about different styles and cultures in music, including the Blues, Samba and modern popular music
- Learn a range of popular music techniques such as riffs, 12 bar blues and improvising

### What will you learn in year 8?



### Traits you will develop:

- Resilience
- Confidence
- Independence
- Teamwork
- Communication
- Organisation
- Creativity
- Reflection on progress



### Skills you will develop:

- How to compose music using different elements in different styles
- Instrumental performance skills on a range of instruments – voice, percussion & keyboards
- Improvising
- Identifying musical elements and devices aurally

In this unit you will learn how to perform and compose music in different styles. You will develop your ICT & keyboard performance skills by composing a 12 Bar Blues using music software – Sibelius. You will learn about culture/life in a Favela- Perform a Samba piece using percussion instruments.

### 8.1 All That Jazz



Notation (durations, lines and spaces, flats-Blues notes, dotted notes), time signatures, ostinato, polyrhythms, structure – 12 bar Blues, chords, repetition



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident composers:**  
Composing a 12 Bar Blues piece using ICT software- Sibelius. Developing knowledge on chords and use of flats / dotted rhythms.



Melodic device / techniques (repetition, polyrhythms, structure, layering, call & response), Performing as a group, instrumental names and techniques , ostinato.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers:**  
instrumental skills, listening skills, teamwork, identifying devices aurally, performing rhythms to fit to a beat-using listening skills and dynamic contrasts.

### 8.2 Samba

**Assessment 1:**  
Compose a 12 Bar Blues in style of the Blues / Perform a Samba piece as a group displaying confidence and ensemble skills.

In this unit you will develop your understanding of music from the Caribbean & Africa. You will study Reggae Music –various style of music from the islands of the Caribbean, artists, techniques and structure & influences on British Reggae Bands. You will learn origins of African drumming, instrument techniques, performance skills – ensemble.

### 8.3 Reggae



Develop knowledge of culture & music of the Caribbean. Structure of Reggae music, instruments, syncopation, 'skank'- accent 2<sup>nd</sup> / 4<sup>th</sup> beat, chords, bass line, listening to & describing music. Artists- Bob Marley.



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**Developing confident listening/communicating skills:**  
Listening to and describing music aurally – identifying techniques, instrumentation, building knowledge of music styles of the Caribbean.



Ostinato, polyrhythms, structure, communication through music, sense of ensemble, tempo, beat, layering, call and response, performing techniques



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers:** Ensemble performance skills, performing as an ensemble-listening skills, teamwork, dynamics, tempo, repetition/ostinato.

### 8.4 African Drumming

#### Assessment 2: Performance

Perform a African Drumming piece as an ensemble-demonstrating confidence and teamwork skills.

In this unit you will bring together all the elements you have studied in year 7 and 8 to compose your own song. You may choose a riff based song, use the 4 chord sequence it's up to you! Using the skills you have developed, this is your opportunity to develop your musical voice and showcase your own style

## 8.5 What makes a good song?



Form a structure, intro, verse, riff ,middle 8, bridge, coda, outro, musicianship/composing skills, conjunct,disjunct.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers & composers:** composing using riffs, chord sequences, composing a melody, instrumental skills (keyboard, and vocals),

## 8.6 Keyboards



Chords-major/minor, melody, harmony, coordination, structure, accidentals, style, tempo, performance skills.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident performers:** Keyboard geography, performing with confidence, listening skills, coordination, chords/melody.

### Assessment 3:

Using the techniques/composition & performing skills developed during this topic-perform a song of your choice which will demonstrate your performing skills and style of the song.



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# Year 9 Music

In Year 9 pupils will continue to develop their music skills – listening, performing & composing which will culminate in pupils producing/performing a song/piece in a style/genre of their choosing. This will allow pupils to demonstrate their creative/expressive ideas/thoughts feelings through music.

## Autumn Term

### Topic 1: Music & Media

9.1: Video Game Music

9.2: Soundtracks

Composing

Performing

## Spring Term

### Topic 2: Dance Music

9.3: Samba

9.4: Dance music

Performing

Composing  
Listening

## Summer Term

### Topic 3: The Project

9.5: New Directions

9.6: Rock Band

Composing

Performing

### How will you be assessed?

You will have 1 progress check point each half term followed by 3 Main Progress Assessment Reviews: November, March & June.

Assessments will be either: Theory, performing or composing.

### Music reading homework

Reading a selection of music based articles will develop your reading skills. You will develop your musical understanding, how music helps well-being. Provides a good way to relax and unwind. Develop your understanding of the music industry



### Knowledge you will learn:

Composing- chord sequences, structures, rhythms, textures performing and listening skills, knowledge of topics and recall, harmony, structure, techniques-composing/performing,



### Traits you will develop:

- Resilience
- Confidence
- Independence
- Teamwork
- Communication
- Organisation
- Creativity
- Reflection on progress



### Skills you will develop:

- How to compose & perform music using different elements, in different styles
- Instrumental performance skills on a range of instruments – voice, percussion & keyboards
- Improvising / analysing
- Explaining overall composition / performances

In this unit you will start your journey toward becoming a musician. You will listen to, perform and compose music, developing your sense of rhythm and beat. You will begin to develop your understanding of the musical element – the building blocks of music that all musicians need to consider.

## 9.1 Video Game Music

## 9.2 Soundtracks



ICT – Sibelius software, create a character, structure, notation, chords-major/minor, sequence, chromaticism, disjunct, layering, articulation, mood, creativity.



Performing Leitmotifs & own musical ideas to a given film trailer. Use of tempo, texture, chords-minor, accidentals, repetition, scalar, chromaticism, sequence, musical elements



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing composition skills: musical knowledge/theory, chord progression, accidentals, instrumental range, techniques, structure, finished piece.**



**Developing confident musicians: perform to describe a film trailer, use of composition and performance techniques to represent a character & various film scenes .**

**Main Assessment 1:**  
Completed Video Game composition to reflect the character / Perform your composition of Film trailer using various techniques and musical ideas to represent the character & scene

In this unit you will start your journey toward becoming a musician. You will listen to, perform and compose music, developing your sense of rhythm and beat. You will begin to develop your understanding of the musical element – the building blocks of music that all musicians need to consider.

## 9.3 Samba



Structure, rhythm, polyrhythms, call and response, dynamics, solo, beat/pulse, tempo, dynamics, listening skills, creativity, recall, groove, instrument techniques.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing performing / composition skills:** Structure, performance of group piece, listening skills, sense of ensemble, appreciation of peers ideas, problem solving.

## 9.4 Dance Music



Identifying traits of various styles/genres of dance, chord progression, time signatures, structure, characteristics of dances, tempo, texture, melody, accompaniment.



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident musicians:** listening to and appreciating various forms of dance music / genres- Baroque, Waltz, Jig, club dance, disco.

**Main**  
**Assessment 2:**  
Perform as a Group your Samba performance demonstrating various rhythmic ideas – polyrhythms. / Compose a Dance piece demonstrating traits /composition techniques

In this unit you will further develop your understanding of what makes a good pop song. You will further develop your performance skills by planning and rehearsing a performance of a song of your own choice. The focus is on independence, resilience and perseverance as well as musical skill. You will learn about minimalism & serialism a type/style of music you may wish to use as part of or perform as your final performance.

## 9.5 New Directions



Conjunct, irregular rhythms, chromatic, dissonance, extreme dynamics, discords, tonality, percussion, syncopation, irregular time-signatures, timbres-sonority



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing performing / composition skills: Structure, style of piece, composition techniques, ICT- techniques, instrumentation, dynamic contrasts, time signature – irregular, syncopated rhythms/irregular rhythms.**

## 9.6 Rock Band



Music notation, triad chords, 7th chords, song structures (strophic form, verse/chorus), riffs and hooks, stock chord progressions



Resilience, independence, teamwork, discipline, communication, creativity, reflecting on progress, organisation, presentation, leadership



**Developing confident musicians:** Performance skills (solo and ensemble), instrumental skills (keyboards, guitar), composing popular songs, reading music notation & TAB, identifying features of popular music aurally.

**Main Assessment 3:**  
Perform with confidence either as a soloist or as a Group your final song/piece of your choice.