Year 7	Topic
Ensemble Performance **(Singing)** **Rhythm skills** **(Create a percussive piece based on 4/4 rhythms)**	**In this unit:** Year 7 pupils will learn as song to be performed in a concert to parents at the end of the half term. **Assessment:** Informal assessment of ensemble singing/participation levels **Skills/concepts we will revisit/build on:** Making music together, improving intonation, rhythmic accuracy and sense of ensemble (timing). **New Learning:** Making music and forming bonds with their new form group. Highlighting the importance of performance of performance at PHS, in addition to celebrating the end of their first term. **In this unit:** Students will create rhythms in 4/4, and from this they will create an ensemble rhythm performance on untuned percussion. **Assessment:** Students will be assessed on their ability to create and perform a 4/4 rhythm in time to a steady pulse. **Skills/concepts we will revisit/build on:** We will revisit basic rhythmic notation, crotchets, minims, quavers, semiquavers and semibreves. We will discuss metre and how music is divided in to equal bars. We will revisit how we can rehearse successfully as a group and play in time to a steady pulse. **New Learning:** Making the performance interesting. Introducing the concept of texture in music (monophony and polyphony). Consideration of tempo as well as the idea of structure in music (intro/outro)
Keyboard skills **(Individual)**	**In this unit**: Students will learn a piece of music for two hands, in the student friendly 5 finger position (Twinkle, Twinkle, Little Star) **Assessment:** Students will be assessed on their individual performance of the piano melody. **Skills/concepts we will revisit/build on:** Consolidate learning done around rhythmic notation. We will revisit tempo and metre/pulse.

	New Learning: Students will be introduced to pitch notation and the idea of tonality/key (major). They will become familiar with keyboard geography. Students will learn to play using a good hand position, finger pattern. **Listening:** Students will complete listening tasks centred around instruments of the orchestra, with a focus on timbre/sonority.
Compositional Devices (Melody/Texture/Tonality/Rhythm Metre) **(Context – Gamelan Music)**	**In this unit:** Students will learn about the features of traditional Indonesian music. They will learn a piece of Gamelan music in groups. **Assessment:** Students will be assessed on an ensemble performance of Gamelan music. **Skills/concepts we will revisit:** The concept of texture in music (heterophony/polyphony), sonority/instrument families (untuned/tuned percussion), metre/pulse, ensemble performance skills, structure (intro/outro). The idea of tonality/scale. **New Learning:** Gamelan Music, features of Gamelan music, compositional devices such as ostinatos and cyclical structures. The impact of Gamelan on more modern music styles. **Listening:** A selection of traditional Gamelan performances in addition to more modern performances and music influenced by Gamelan (minimalism). Students will identify features, similarities and differences.
Instrumental Roles in Popular Music, Structure/parts in pop **Context - 'Stand By Me'** **Ben E King**	**In this unit: S**tudents will analyse and perform the popular song 'Stand By Me' **Assessment:** Assessment of group performances **Skills/concepts we will revisit/build on:** Sonority/Instrumentation, tonality (major), basic keyboard skills, rhythm and pitch notation. Metre/pulse (playing in time at an appropriate tempo). Texture in music (melody and accompaniment). Rehearsal techniques. **New learning:** The make-up/structure of a typical popular song (melody, harmony, bass and rhythm – song structure). Students will be introduced to harmony/chords in music. They will also learn about bass riffs. Basic guitar skills.

	Listening: 'Stand By Me' Ben E King, 'Cee Lo Green' Forget Me, 'Satisfaction' Rolling Stones.
Keyboard Skills (Individual)	**In this unit:** Students will learn a piece for two-hands at the keyboard, in the 5-finger position (Scarborough Fair). **Assessment:** Assessment of individual keyboard performance **Skills/concepts we will revisit/build on:** Rhythmic and pitch notation as well as keyboard technique. Pulse/metre and tonality (Dorian Mode). **New learning:** ¾ time signatures (metre), the use of flats and sharps (tonality). The Dorian mode will be introduced and the mood this creates (tonality), Harmonic devices (drone/pedal notes) will also be introduced. **Listening:** 'Scarborough Fair' Simon and Garfunkel and Cara Dillon. 'Waltz No.2' Elliot Smith (3/4 time)
Compositional Devices (Melody/Texture/Harmony/Tonality/Rhythm/Metre) **Spy Theme - composition**	**In this unit:** Students will learn about the features of a successful spy theme and compose their own one. **Assessment**: Students will be assessed on their ability to compose an ostinato that reflects a spy. This should be accompanied by a drone/pedal note. **Skills/concepts we will revisit/build on:** Melodic/harmonic devices (ostinatos/drones). Concept of tonality/mood. We will also discuss rhythm (note duration). **New Learning:** Features of a spy theme - use of chromaticism and the effect of this (tonality), in addition to short note values (rhythm) and use of repetition. Students will learn the 4-word method to compose a 2-bar melody. **Listening:** 'Pink Panther' Henry Mancini, 'James Bond' John barry, 'Mission Impossible' Michael Giacchino, 'Inspector Gadget' Shuki Levi and Haim Saban

Year 8	Topic
Keyboard Skills	**In this unit:** Students will learn to play a simple keyboard piece using two hands. The music will be in the student friendly 5-finger position. ('Friends Forever' ABRSM Piano Stars'). **Assessment:** Students will be assessed individually on their keyboard performance. **Skills/concepts we will revisit/build on:** Students will build on the basic keyboard skills they developed in year 7. We will recap learning done on stave notation and keyboard geography, as well as technique. We will discuss metre and revisit the concept of a 3/4 time signature. **New Learning:** The piece will be slightly longer than previously, and hand position slightly different, meaning students will now learn a new note (A). We will discuss tonality and introduce the concept of key signature with sharps/flats. The rhythms in this piece are slightly more varied/complex than previously. **Listening:** Students will listen music that uses a variety of keyboard instruments. 'The Aquarium' Debussy (Celeste), 'The Harmonious Blacksmith' Handel (Harpsichord), 'Toccata and Fugue in D minor' Bach (Organ), 'Prelude in E minor' Chopin (Piano). Students will be questioned on sonority, tempo, tonality and metre.
Compositional Devices (Rhythm/metre/melody/texture/tempo/dynamics) **Context - African Music**	**In this unit:** students will learn about the features of traditional West African music and they will perform a traditional piece in ensembles, that uses African rhythms and melodies. **Assessment:** Students will be assessed on the ensemble performance of the African piece. **Skills/concepts we will revisit/build on**: We recap what an ostinato is. We revisit texture in music (polyphony/polyrhythm) will discuss pulse and the idea of playing in time together. How to structure your ensemble performance. **New Learning:** Traditional African instruments, Cyclic structures, syncopated rhythms, call and response.

	Listening: They will listen to a range of older and more modern examples, including music by females that have excelled in the field (Sona Jobarteh).
Composition Skills	**In this unit** students will compose their own 4-bar melody to follow on from Alan Walker's 'Faded'. **Assessment** Informal (Assessment in next unit) **Skills/concepts we will revisit**. Pupils will first learn the main 4-bar melody from 'Faded'. We will revisit learning on rhythm and pitch notation from year 7. Students will then build on their composition skills, moving away from the idea of a repeated ostinato to a slightly longer melodic structure. They will create a rhythm using 8 words (rather than 4) and perform this in time to a steady beat. They will give each syllable a note and practise playing the resulting melody. As an extension of the task they can add bass notes or chords to the melody. **New Learning** Students will be introduced to the concepts of rests. We will discuss the concept of disjunct/conjunct melodies and the effect of this on a melody. We will learn about the 5-note pentatonic scale and use this to create our melody. **Listening:** 'Faded' by Alan Walker and 'Axel F'
Logic Skills	**In this unit** students will learn how to use the basic functions on logic to record their performances of 'Faded/composition' from the previous term. **Assessment:** They will be assessed on the final recording **Skills/concepts we will revisit/build on:** They will revisit learning from the composition unit as material to input in to logic. The will play in the 'Faded' melody followed by their composition. As an extension they can add bass notes/chords. **New Learning**: As part of the unit they will learn to open and save a logic project. Use the stop, play and record functions. They will sequence music into the programme in time to the click track and use the quantise function to make this perfectly in time. They will be required to create a drum beat.
12-Bar Blues	**In this unit:** Students will learn about the history of 'Blues' music and main features. They will learn to play the 12-bar blues chord sequence on Ukulele and they will improvise on the keyboard using the Blues scale.

	Assessment: Students will be assessed on their final Blues performance. This will include playing the 12-bar blues chord sequence and improvising using the Blues Scale. **Skills/Concepts we will revisit/build on:** Students will recap learning about 4/4 time-signatures and bars (Metre). We will revise keyboard geography and discuss texture in music (melody and accompaniment). We will discuss chords/harmony and the role of this in Blues music, rebuilding on the work we did on chords in Year 7 ('Stand By Me'). **New Learning**: They will learn the features of Blues music. They will acquire new basic skills on the ukulele (12-bar blues chord sequence) and we will introduce the concept of improvisation and the Blues scale (tonality). We will also look at rhythms typical in Blues music (swung quavers, triplets) **Listening:** 'Sweet Home Chicago' Robert Johnson, 'Hound Dog' Elvis Presley, 'Baby Won't You Please Come Home' Bessie Smith, 'Dry Well Blues' Charley Patton
Composition Skills/Device **Context - 'Soundscapes'**	**In this unit:** In groups students will compose a piece of music using the Dorian mode to reflect a poem ('Walking in woods on a Snowy Evening') – Robert Frost **Assessment:** Groups are assessed on their composition and whether it meets the success criteria. **Skills/Concepts we will revisit/build on:** Students will recap learning on compositional devices from year 7 (ostinatos, drone and pedal notes). They will use these devices to compose instrumental music to accompany the poem. Their ideas should be composed over 8 beats so we will discuss rhythm and metre as part of this. We will re-cap learning done on the Dorian mode ('Scarborough Fair'). **New Learning:** Students will learn how to create diejetic sounds using voices/body percussion. They will create soundscapes to accompany different scenes. Students will be introduced to ternary form. The music they compose to accompany the poem will be in ternary form.

Year 9	Topic
Keyboard Skills	**In this unit:** Students will perform a melody at the keyboard. The music will contain both music for single and two hands at the keyboard. **Assessment:** Students will be assessed on their performance. **Skills/concepts we will revisit/build on:** Students will build on the skills learnt previously (keyboard geography, rhythm and pitch notation). Metre (time signature), tempo (appropriate speed to play), pulse (keeping time). **New Learning:** Ties, movement out of the five-finger position, extended melody, more complex rhythms (more use of quavers) **Listening:** recognising instruments, simple time signatures, tempo, textures and dynamics and tonality. Comparison between pieces
Salsa	**In this unit:** students will learn about the features typical of Latin American music, in particular, Salsa Music. Students will perform a selection of salsa rhythms and melodies in groups at the end of the half term. **Assessment:** Students will be assessed on their final performance. **Skills/concepts we will revisit/build on**: We will recap previous learning done on rhythmic notation and metre. We will revisit playing in time to a beat and use of chromaticism in music. We will also revisit compositional devices such as ostinatos and how they are used in Latino music. Rehearsing as a group, problem solving, how to improve your performance **New Learning**: Latin features, Syncopation, Montuno, coping with more complex parts in a group situation **Listening:** 'Vivir Mi Vida' Marc Anthony, 'Shape of You' Ed Sheeran, 'Shape of You' Antony Nova
Composition	**In this unit:** Students will create an 8-bar melody with chords (4/4) **Assessment:** Informal Assessment (Formal Assessment of this next term) **Skills/concepts we will revisit:** Creating rhythms using words, chords/harmony, texture (Melody and Accompaniment). Rhythm and Metre. Concept of conjunct/disjunct movement and the effects of this. **New Learning:** Longer melodic structure, how to harmonize a melody, melodic structures (ABAC)
Logic Skills	**In this unit:** Students will record their compositions from the previous term into Logic. They will add drums and bass notes. They can add a counter-melody as an extension. **Assessment:** They will be assessed on the final recording. **Skills/concepts we will revisit/build on:** How to use basic functions on Logic. Pulse/metre/tempo.

	New Learning: Consolidating logic skills in preparation for GCSE.
Band Skills	**In this unit:** Students will create an arrangement of a popular song in ensembles. **Assessment:** Informal assessment of ensemble performances at end of term. **Skills/Concepts we will revisit/build on:** Rhythm/pitch notation. Basic instrumental skills (guitar, keyboard, ukulele, xylophone, roles of instruments within a pop song (who does what) **New Learning**: Creating a successful cover, consideration of style, level, skills in group **Listening:** 'Cheerleader' Walk off the Earth, 'Chandelier' The Script