Subject: Music

Year 7	Autumn Performing	Autumn Music Tech	Spring Performing	Spring Music Tech	Summer Performing	Summer Music Tech
Unit & length	Caribbean Music – half term	Introduction to Soundtrap – half term	Guitar – half term	Ground Bass – half term	Drum kit & Rhythm – half term	Rap history and composition – half term
Curriculum outline	Pupils will listen to, sing and play Caribbean music on steel pan. They will learn about the history and development of the Steel Pan and Calypso music.	To learn how to use the basics of Soundtrap, an online Digital Audio Workstation (DAW). Pupils will sequence in existing music and drum patterns.	Pupils will aim to learn at least 3 open chords on guitar and perform '3 little Birds' by Bob Marley. To learn the basics of the blues and play the 12 bar blues chord sequence.	Pupils will aim to understand the compositional technique of ground bass by sequencing Pachelbel's canon. To compose a ground bass composition.	Pupils will learn/revise rhythm notation. They will also learn to play a basic rock beat on drum kit. Those who can play the basic beat can go on to extend their technique with different beats and fills.	Pupils will learn about the development of rap and hip hop. They will write lyrics and a backing track. Pupils will record and produce a rap track using Soundtrap.
Assessment/s	Steel pan and keyboard practical assessments. Baseline listening test to assess aural skills (basic pitch and rhythm identification).	Summative assessment task where students demonstrate basic techniques such as recording, editing, copying, quantization and timbre selection.	Summative assessment on knowledge of (at least) 3 chords. Practical assessment playing the chords in time along with backing.	Assessment of Pachelbel canon sequencing exercise and ground bass composition.	Rhythm identification assessment (listening). Practical assessment on drum kit.	Assessment on the history of hip hop. Summative assessment of rap composition.

Year 8	Autumn Performing	Autumn Music Tech	Spring Performing	Spring Music Tech	Summer Performing	Summer Music Tech
Unit & length	Carousel of band instruments - half term.	Music Technology Performance (MTP) - 'Dance Monkey' - half term.	Band Performance 1 - half term.	Game Music Composition Project	Band Performance 2 – Battle of the Bands	Dubstep Composition
Curriculum outline	Carousel of band instruments so that everyone has tried all of: Drums, Keyboard, Guitar, Bass Guitar, Ukulele, Vocals Performing - Shotgun	Use Soundtrap to recreate the backing to Dance Monkey by Tones & I. Students will sequence in the different parts to fit with an isolated vocals track, and manipulate timbres to recreate the original. MPT is a performance option at GCSE.	Following on from the carousel in Autumn term. Students select roles and work together in a group to produce a performance of a pop song. Songs will be taken from a list of pre prepared songs with a simple structure, manageable chords etc.	Students will learn about the history and techniques used in writing computer game music. They will use Soundtrap to compose music to fit with a video clip of game play.	Students will work in groups to produce a performance of a pop song. Own choice of song (with teacher guidance). One band (at least) will be selected to go into the final, which will be performed to the whole year group in the Battle of the Bands competition.	Students will learn about the development and characteristics of the Dubstep genre of EDM music. They will compose a piece of Dubstep using Soundtrap.
Assessment/s	Ongoing self-assessment and teacher feedback during the carousel. Summative assessment on final performance on chosen part	Teacher feedback given during process. Assessment criteria introduced at the start of the project and assessed at the end.	Teacher feedback given during process. Performance given in final lesson is assessed.	Teacher feedback given during process. Assessment criteria introduced at the start of the project and assessed at the end.	Teacher feedback given during process. Performance given in final lesson is assessed.	Teacher feedback given during process. Assessment criteria introduced at the start of the project and assessed at the end.

Year 9	Autumn Performing	Autumn Music Tech	Spring Performing	Spring Music Tech	Summer Performing	Summer Music Tech
Unit & length	Blues Performing – half term	Blues Composition – half term	Pop Song Performance 1	Music Technology Performance (MTP) - 'Blinding Lights'. Half term.	Band Performance 2 – Battle of the Bands	EDM Composition
Curriculum outline	Pupils will learn about the historical context and characteristics of the blues through listening and performing. Pupils will perform a traditional 12 bar blues on keyboard (or their own instrument if applicable) and a pop song which is based on the same chord sequence.	Pupils will analyse blues music and learn the techniques to compose their own extended 12 bar blues composition. This will include use of the 12 bar blues chord sequence, the blues scale, improvisation and a structured AAB melody. The composition will be created using Soundtrap.	Students will work in groups to produce a performance of a pop song of their own choice. They will assign roles, manage their own rehearsals and material. Each group will perform to the class in the last lesson.	Use Soundtrap to recreate the backing to 'Blinding Lights' by The Weekend'. Students will sequence in the different parts to fit with an isolated vocals track, and manipulate timbres to recreate the original. MPT is a performance option at GCSE.	Students will work in groups to produce a performance of a pop song. Own choice of song (with teacher guidance). One band (at least) will be selected to go into the final, to be performed to the public in an evening event - the Battle of the Bands competition.	Students will learn about the development and characteristics of Electronic Dance Music They will compose a piece of EDM using Soundtrap.
Assessment/s	Pupils will be assessed on knowledge of historical context via homework. There will be a teacher assessment of their performance of a traditional 12 bar blues.	Teacher feedback given during process. Assessment criteria introduced at the start of the project and assessed at the end.	Teacher feedback given during process. Performance given in final lesson is assessed.	Teacher feedback given during process. Assessment criteria introduced at the start of the project and assessed at the end.	Teacher feedback given during process. Performance given in final lesson is assessed.	Teacher feedback given during process. Assessment criteria introduced at the start of the project and assessed at the end.