

MUSIC

YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	School song	Key words: unison, ostinato, solo, duet, melody	Composing - writing new words in a group to go with an existing tune – word setting; arranging this song to include a variety of texture – body percussion, voices, dynamic contrast, movement Performing - singing with confidence in a group or solo/duet; Using body percussion and movement in a creative way to enhance their group song arrangement Listening – to other groups’ songs and feeding back, using keywords	Performing with confidence; singing for wellbeing/fun	Dance – adding movement to songs PHSE – reflecting from student perspective on AGGS school experience so far through composing lyrics English – rhyming lines in song lyrics
Half Term 2	Rhythm and Percussion Duet composition	Key words: pulse, rhythm, crotchet, quaver, semiquaver, minim, semibreve, duet, percussion instrument names, echo, unison, solo, bar lines	Composing - a 2 part short percussion duet, incorporating a variety of musical devices Performing a simple rhythmic duet / general performance skills including timing, fluency and accuracy	Reading a simple piece of rhythmic music and being able to play from it	Maths - understanding the logic of Western music notation through a rhythm tree; counting note lengths and beats per bar Black History Month listening calendar All students listen to composers/pieces attributed to black musicians and engage with discussion in every lesson during October.
Half Term 3	Elements of Music; Instruments of the orchestra	Key words: texture, timbre, dynamics, tempo, duration (Elements of Music) orchestral instruments and identifying their sound, orchestral layout	Composing - arranging a version of Row your boat, using the different musical elements Performing - performing the above – not assessed; performing a short solo on an instrument – students who play instruments are invited to demonstrate to link in with learning about instruments Listening - listening to a variety music actively and identifying musical elements, and instruments with a focus on diversity	Attending a live professional orchestral concert (Halle) at a concert hall and listening to a variety of different types of music, including classical, film repertoire and compositions Musical diversity included – composers/performers at the Halle concert	History - links with historical events with particular pieces of music eg songs from the wars – each year these change, depending on the Halle concert Art - links with images from the music at the concert eg Impressionism and Debussy – each year these change – as above
Half Term 4	Pitched Notation, melody writing, keyboard scheme	Key words: treble clef, note names in the treble register, melody, sequence, home note, repetition	Composing - a melody, using treble clef notes, following a musical ‘recipe’ structure Performing - composed melodies	Being able to read a simple piece of music using the treble stave and performing it accurately on a keyboard instrument	
Half Term 5	End of year assessment - listening exam, performing exam and composition task	Consolidation of all understanding through 3 distinct assessments	Composing - a melody for a treble register instrument Performing - a solo on an instrument, or voice Listening - listening exam consolidating all learning in Y7	Students perform a solo with confidence in front of their peers - voice or instrument	
Half Term 6	Gamelan music	Key words: balungen (Indonesian melody), ostinato, Gamelan instrument names, cyclic music (very different to the western style approach to composing and performing music) , Indonesia and world music, some understanding of performance context linked to religion Understanding - What is Gamelan music? Links to Indonesian instruments, Hindu religion, performance techniques in a very different style of non Western/World music	Composing - a short 8 count melody (balungen) in the style of Gamelan, using the pentatonic (5 note) scale Performing - class performance built up of a Gamelan melody, incorporating 8 different parts and using classroom percussion instruments to simulate Gamelan percussion orchestra; learning to play using the ‘dampening’ technique of the note keys Listening - to Gamelan music, to specific instruments, relating to the Elements of music	Musical exposure to a world music topic - Indonesian Music - through performing and listening	Geography - Indonesia and specifically the music of Java and Bali RS – Gamelan music is performed by whole communities in Indonesia – this type of music a way of life, and in performing/rehearsing, homage is paid to the Hindu gods eg offerings made before performance; performers don’t step over the instruments (played seated on the floor), as this is perceived to be disrespectful to the gods Dance? - Gamelan troupes often accompany to an Indonesian style dance

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Half Term 1	Drunken Sailor - composing arrangements	Keywords: chord, triad, Dm and C , riff, counter melody, arrangement, sea shanty	Composing - how to compose musical devices including a riff and counter melody; composing different musical parts which fit well within the flow of an arrangement Performing - learning to play and sing a simple folk melody, the chords of Dm and C, learning how to perform a riff and counter melody; performing these ideas within a group Listening - to different arrangements of the Drunken Sailor folk tune, identifying instruments, keywords	Composing and performing creatively as part of a group using a variety of voices, body percussion and instruments	History - Origins of Drunken Sailor folk tune as a sea shanty – Victorian England and African slave trade PHSE - working together in a musical ensemble – agreeing on ideas and practising successfully together English - setting new words for different verses of the Drunken Sailor Diversity Tik Tok sea shanty mashup
Half Term 2	Jazz and Blues / Scales	Keywords: Blues music, scales (blues, major, minor, whole tone, chromatic) Understanding: What is Blues music? how this links to the slave trade / how it developed/ the main elements of Blues music	Composing - Improvising using a blues scale, composing melodies informally using different scales Performing ...Sing a blues song, learn the basic chord pattern and how to play it, improvise, recognise other types of scales and be able to play these on a keyboard Listening - identifying scales/keys from listening to a piece of music, identifying key jazz/blue features, identifying instruments	Being able to perform/identify a range of different scales used in music; the ability to perform the basic chord pattern of 12 bar blues and learn to improvise	Geography - Origin of blues – Africa then America History - African slave trade – origins of Blues music PHSE - understanding the origin of Blues music – slavery and use of music in wellbeing capacity Black History Month listening calendar All students listen to composers/pieces attributed to black musicians and engage with discussion in every lesson during October.
Half Term 3	Opera - studying Mozart's Magic Flute	Keywords: Opera, Mozart, musical, aria, recitative, duet, harpsichord, overture, act (in an opera); Voice types: coloratura soprano, soprano, alto, baritone, bass, falsetto, vibrato Understanding: What is an opera? Compare to a musical	Composing - improvising a recitative – sung as part of a re-enactment of the Magic Flute plot Performing - singing some of the main songs from the Magic Flute; performing melody/chords of well known opera arias on the keyboard Listening - understanding and recognising the different elements of music used in opera with a focus on the Magic Flute – watching a DVD cartoon version, listening to professional singers/pianist in an opera workshop	Attending an opera workshop led by professional singers - Impromptu Opera - who showcase key understanding of opera topic and the Magic Flute through engaging performance/workshop activities When offered, attending a live performance of the Magic Flute (eg 2018 Opera North – School's performance)	MFL - aria from the Magic Flute sung auf deutsch RS – Masonic links in the plot and characters of the Magic Flute opera Drama - students act out the plot of the Magic Flute playing different characters, with props
Half Term 4	Programme Music using Rossini's William Tell overture	Keywords: overture, orchestral instruments, motif, elements of music Understanding: how to read an orchestral score	Composing - music to a programmatic theme eg a storm/sunrise - using various sound sources on a keyboard and sequencing(recording) them Performing - the above composition, using a keyboard and a mixture of some live/some recorded music Listening - Identifying the elements of music in the William Tell overture and recognising how they are used	Composing a programmatic piece	History - William Tell legend
Half Term 5	End of year assessment - listening exam, performing exam and composition task	Consolidation of all understanding through 3 distinct assessments	Composing – programme music piece from HT4 used as assessment Performing - a solo on an instrument, or voice Listening - listening exam consolidating all learning in Y8	Students perform a solo with confidence in front of their peers	
Half Term 6	Music from the North Indian Classical tradition	Keywords: raga, tala, Indian musical instruments (tabla, sitar, harmonium etc) Structure in an Indian piece	Composing - some improvising informally using keyboard instruments Performing - Indian scales (ragas) and talas (beat cycles) and improvising over both as part of a group; students perform using their own traditional Indian instruments to demonstrate, or sing in the Classical Indian style Listening - identifying Indian musical instruments and features from the Classical Indian tradition (N India)	Knowledge and understanding of World Music and of a different culture	Geography - India RS - links to religious practices through Indian Classical music tradition

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YEAR 9

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Half Term 1 & 2	Song writing	Keywords: Chords of C, F, G, Am, Dm, Em - building from Y8 chord work; pop song keywords: middle 8, bridge, intro, outro, hook line, verse, chorus	Composing a song: writing lyrics, composing a melody, choosing appropriate chords, developing chordal patterns, adding an instrumental part, notating the song either as a lead sheet or using Sibelius music software Performing: singing and accompanying the song with a partner – on keyboard/guitar/ukulele Listening: analysing different pop songs, identifying key words, instruments and other musical features built up in Y7/8	Composing and performing a song confidently Understanding and appreciating the value of music and singing from a wellbeing perspective	Common themes present in a pop song – love/loss or topical issues Wellbeing and PHSE – singing and listening to music discussed in this capacity – students study a YouTube clip of a student with Tourette’s who overcomes his stammer through listening to music Biology – physiological effects which occur in the brain discussed in relation to what happens when we sing – PowerPoint slides in SOW English – lyrics written in a verse/chorus structure, encapsulating a mood and telling a story, usually with a rhyme scheme Black History Month listening calendar All students listen to composers/pieces attributed to black musicians and engage with discussion in every lesson during October.
Half Term 3 & 4	Film Music	Keywords: motif, leitmotif, diminished chord, cluster chord, mickey mousing	Composing - music to a cartoon clip – space animation – using leitmotifs and mickey mousing techniques; notating ideas using Sibelius Performing - sequencing in different ideas/sounds in a structured way to a keyboard and performing Listening: analysing different film music audio clips and learning to recognise key features, some specific to film, other features built up in Y7/8	Appreciating and learning about music which accompanies a moving image	Computing - short animation clips used to analyse and compose music
Half Term 5	End of year performing, listening and composing assessment	Consolidation of all understanding through 2 distinct assessments	Composing – film music piece from HT4 used as assessment Performing - a solo on an instrument, or voice Listening - listening exam consolidating all learning in y9		
Half Term 6	Samba	Keywords: samba instruments eg surdo, tambourim, samba structural words - riff	Composing - improvising samba drumming patterns Performing – building up a samba piece using samba percussion instruments Listening – to a samba band perform and identifying key musical features and instruments	Performing and appreciating a different type of World music in a fun setting – carnival atmosphere	Geography - Brazil Dance - Samba