

## Year 7

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Music and Me</b> —pupils will explore pitch and rhythm, how they can put them together and what it will create.	<b>Keyboards &amp; Notation</b> —pupils will learn the notes on a keyboard and how to read them from written notation.	<b>Film Music</b> —pupils will learn the key elements of film music and how to describe and write their own.	<b>African Drumming</b> —pupils will develop their rhythm patterns and learn to play more complex poly-rhythms.	<b>Programme Music</b> - pupils will learn to tell a story through music and begin their compositional skills.	<b>Band Breakout</b> —pupils will start to work in small groups and learn to play together.
Level	Students, when performing, composing and listening:			Students, when reviewing & evaluating:	
<b>3</b>	Sing in tune. Perform simple rhythms. Combine lots of sounds to create certain effects. Decide which elements to use when composing. Attempt to improve their work. Recognise different sounds even when they've been mixed with each other.			Know how to improve their work. Explain how they want their work to sound, but sometimes can't quite complete it.	
<b>4</b>	Perform their part by ear or from simple notation. Use different musical elements for different intentions. Improvise melodies and rhythms in a group. Develop ideas when given a musical structure. Explain how their part fits in with others when performing in a group.			Explain how the elements describe different meanings. Know how their work and their peers' work can be improved. Use the correct vocabulary.	

## Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Film Music</b> —Pupils will build on Year 7 knowledge to create a more sophisticated piece of film music which will include diegetic and non-diegetic sounds.	<b>The Blues</b> —pupils will explore the history to Blues music and create their own work songs with some basic accompaniment.	<b>Structure &amp; Composition</b> —pupils will learn how music is structured and how to build up a composition to include varying textures within a clear structure.	<b>Class Playlist</b> —pupils will explore key music genres that are popular and in the current charts.	<b>Classical Music</b> —pupils will go back in time and discover where their class playlist genres came from.	<b>World Music</b> —pupils will travel the globe and discover musical traditions around the world.
Level	Students, when performing, composing and listening:			Students, when reviewing & evaluating:	
<b>5</b>	Perform music from ear and notation. Understand their part within an ensemble performance. Improvise melodies and rhythms when given a structure. Read and write different notations. Write music for specific occasions, choosing appropriate musical devices.			Identify and explain how music can reflect when, where and why it was written. Analyse and compare musical features. Improve and refine their work.	
<b>6</b>	Choose an appropriate tempo, dynamics, phrasing and timbre when performing and composing. Change their own part in subtle ways to make the whole piece sound effective. Compose in different styles. Develop their musical ideas. Use notation to plan, revise and refine their work			Know that certain effects and features belong to certain styles of music. Recognise and analyse music of different styles and cultures. Know what improvements need to be made to their own work.	

## Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Music for Stage</b> —pupils will explore the world of music theatre and all the disciplines involved.	<b>Fusions</b> —pupils will touch on the GCSE topic of fusions and how different genres can come together to create something new.	<b>Song Writing</b> —pupils will use their knowledge to create their own, structured song with musical accompaniment.	<b>Solo Performance</b> —pupils will choose their favourite instrument so far and practise one piece for a formal performance.	<b>Dance Music</b> —pupils will explore the world of electronic dance music and how music is produced today.	<b>Class Concert</b> —pupils will join together for a class performance at the end of term to bring together everything they have learnt at KS3.
Level	Students, when performing, composing and listening:			Students, when reviewing & evaluating:	
<b>7</b>	Explore and recognise different styles of music. Perform in different styles. Create compositions in different styles. Adapt, improvise, extend and develop ideas and throw away ones that don't work.			Explain how different styles of music have influenced each other. Evaluate how different musical ideas have been used in their work and the work of others.	
<b>8</b>	Select different musical resources, styles, genres and traditions when writing music. Perform, improvise and compose extended pieces that have a sense of direction and shape, using melodic and rhythmic phrases as well as form. Work by ear and use appropriate notations. Experiment without inhibition.			Discriminate between musical styles, genres and traditions. Comment on the relationship between the music and its cultural context. Justify their judgements.	

## Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pupils will look at 'Music for Stage and Screen' and begin to analyse the music and understand how it has been composed and why. Pupils will begin some mini compositions and explore different genres and ways to compose. They will start to chose their first performance and make their first recording.	Pupils will explore 'Vocal Music' and learnt he general characteristic and begin some practice questions. They will continue with their own compositions and begin their next performance piece.	Pupils will learn about 'Instrumental Music', analyse concertos and start looking at the long essay questions for the exam. They will continue with their composition and practical coursework and begin to look at ensemble options.	Pupils will revise the Set Works covered so far and finish 'Instrumental Music'. Coursework will continue with a large focus on Composition and Ensemble performance.	Pupils will look at 'Fusions' and explore wider listening and examples of bhangra and salsa music. They will record their ensemble performances and finish off their compositions.	Revision of Set Works for summer exam and exam practice for next year.

## Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Re-cap 'Music for Stage and Screen' and begin on composition for the Set Brief.	Re-cap 'Vocal Music' and exam practice. Continue with composition and begin another solo performance.	Re-cap 'Instrumental Music' and finish off composition and performances ready to record.	Re-cap 'Fusions' and overall revision. Hand in all coursework.	Revision and Exams.	Course completed.

To achieve a <b>grade 1</b> , students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).	To achieve <b>grade 2</b> , candidates will be able to: • perform simple pieces with limited fluency and sensitivity • compose using a range of musical elements, creating musical ideas with some appeal and limited development • demonstrate, through aural identification, some knowledge of musical elements, contexts and language evaluate music to produce simple reflections with inconsistent use of musical terminology	Characteristics that differentiate a <b>grade 3</b> from a grade 4: • fluency may be inconsistent • composition relies upon a restricted use of musical elements which lack effective development • knowledge of some musical elements, contexts and language is mostly accurate with some errors • evaluation uses appropriate terminology with minor errors judgements are not always supported	To achieve <b>grade 4</b> , candidates will be able to: • perform music with limited technical challenges, showing some fluency and sensitivity • compose using a narrow range of musical elements, creating some successful musical ideas which are sometimes developed with a degree of conviction • demonstrate, through aural identification, mostly accurate knowledge of some musical elements, contexts and language • evaluate music to make some judgements, sometimes using appropriate musical terminology	To achieve <b>grade 5</b> , candidates will be able to: • perform music with some technical challenges broadly fluently with some sensitivity • compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success • demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language • evaluate music to make clear judgements using musical terminology appropriately	To achieve <b>grade 6</b> , candidates will be able to: • perform music with technical challenges, mostly demonstrating fluency and sensitivity • compose using a range of musical elements with competence, creating generally effective musical ideas which are developed with a degree of variety to maintain interest • demonstrate, through aural identification, accurate knowledge of a range of musical elements, contexts and language • evaluate music to make secure judgements using musical terminology accurately	To achieve <b>grade 7</b> , students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.	To achieve <b>grade 8</b> , candidates will be able to: • perform challenging music with a high degree of fluency and sensitivity • compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development • demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language • evaluate music to make convincing judgements using musical terminology accurately and effectively	To achieve <b>grade 9</b> , students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
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