

Year 8	Autumn	Spring	Summer
	Solo & Ensemble Performance	Improvisation	Composition
Knowledge	Kodaly Rhythm Pitch Metre Tempo Reading notation Understanding Rhythm, Metre & Pulse Describing music using key terms Working as an ensemble Scales Dynamics Performance Directions	Scales Instrumentation Reading notation Understanding Rhythm, Metre & Pulse Describing music using key terms Working as an ensemble Improvisation Rhythmic dictation	Scales Chords & chord sequences Texture Graphic Scores Understanding Rhythm, Metre & Pulse Describing music using key terms Working as an ensemble
Skills	<ul style="list-style-type: none"> <li>● Learning a piece or pieces and getting better</li> <li>● Correct instrument technique</li> <li>● Reading stave notation – pitch &amp; rhythm</li> <li>● Understanding appropriate theory</li> <li>● Processes around working out how to read staff notation independently</li> <li>● Assessing own and others playing</li> <li>● Discussing music using relevant vocab</li> <li>● Learning how to rehearse &amp; practice</li> <li>● Playing by ear</li> <li>● Singing</li> </ul>	<ul style="list-style-type: none"> <li>● Learning a piece or pieces and getting better</li> <li>● Correct instrument technique</li> <li>● Reading stave notation – pitch &amp; rhythm</li> <li>● Understanding appropriate theory</li> <li>● Processes around working out how to read staff notation independently</li> <li>● Assessing own and others playing</li> </ul>	Develop instrument technique <ul style="list-style-type: none"> <li>● Understanding appropriate theory</li> <li>● Assessing own and others playing</li> <li>● Discussing music using relevant vocab</li> <li>● Learning how to rehearse &amp; practice</li> <li>● Playing by ear</li> <li>● Singing</li> <li>● Improvisation</li> </ul>

	<p><b>Maths</b> Rhythmic duration Understanding metre Counting beats Performing to a pulse</p> <p><b>Literacy</b> Subject specific vocabulary Analysis of music Evaluation of performances</p> <p><b>Spiritual, moral, social and cultural learning</b></p> <ul style="list-style-type: none"> <li>o Respectful relationships</li> <li>o Building cultural capital, acquiring cultural knowledge</li> <li>o Independent self-managing resilient learning</li> <li>o Reflecting on beliefs and values</li> <li>o Using imagination and creativity</li> <li>o Developing curiosity</li> <li>o Exploring right and wrong</li> <li>o Collaborative learning</li> <li>o Listening to others</li> <li>o Leading others</li> <li>o Celebrating the achievements of others</li> <li>o Appreciation of the arts, sports and culture</li> <li>o Discussion and debating</li> <li>o Presenting</li> </ul>	<ul style="list-style-type: none"> <li>●Discussing music using relevant vocab</li> <li>●Learning how to rehearse &amp; practice</li> <li>●Playing by ear</li> <li>●Singing</li> <li>●Improvisation</li> </ul> <p><b>Maths</b> Rhythmic duration Understanding metre Counting beats Performing to a pulse</p> <p><b>Literacy</b> Subject specific vocabulary Analysis of music Evaluation of performances</p> <p><b>Spiritual, moral, social and cultural learning</b></p> <ul style="list-style-type: none"> <li>o Respectful relationships</li> <li>o Building cultural capital, acquiring cultural knowledge</li> <li>o Independent self-managing resilient learning</li> <li>o Reflecting on beliefs and values</li> <li>o Using imagination and creativity</li> <li>o Developing curiosity</li> </ul>	<p><b>Maths</b> Rhythmic duration Understanding metre Counting beats Performing to a pulse</p> <p><b>Literacy</b> Subject specific vocabulary Analysis of music Evaluation of performances</p> <p><b>Spiritual, moral, social and cultural learning</b></p> <ul style="list-style-type: none"> <li>o Respectful relationships</li> <li>o Building cultural capital, acquiring cultural knowledge</li> <li>o Independent self-managing resilient learning</li> <li>o Reflecting on beliefs and values</li> <li>o Using imagination and creativity</li> <li>o Developing curiosity</li> <li>o Exploring right and wrong</li> <li>o Collaborative learning</li> <li>o Listening to others</li> <li>o Leading others</li> <li>o Celebrating the achievements of others</li> <li>o Appreciation of the arts, sports and culture</li> </ul>
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	<p><b>Wellbeing</b>  Socialise and work with new people  Enhances memory  Improve focus  Expression  Improve mood  Feel relaxed  Improve communication  May help improve posture and motor skills  Confidence and emotional development</p> <p><b>Cross-curricular links</b>  Art, Drama, English, History, Science</p>	<ul style="list-style-type: none"> <li>o Exploring right and wrong</li> <li>o Collaborative learning</li> <li>o Listening to others</li> <li>o Leading others</li> <li>o Celebrating the achievements of others</li> <li>o Appreciation of the arts, sports and culture</li> <li>o Discussion and debating</li> <li>o Presenting</li> </ul> <p><b>Wellbeing</b>  Socialise and work with new people  Enhances memory  Improve focus  Expression  Improve mood  Feel relaxed  Improve communication  May help improve posture and motor skills  Confidence and emotional development</p> <p><b>Cross-curricular links</b>  Art, Drama, English, History, Science</p>	<ul style="list-style-type: none"> <li>o Discussion and debating</li> <li>o Presenting</li> </ul> <p><b>Wellbeing</b>  Socialise and work with new people  Enhances memory  Improve focus  Expression  Improve mood  Feel relaxed  Improve communication  May help improve posture and motor skills  Confidence and emotional development</p> <p><b>Cross-curricular links</b>  Art, Drama, English, History, Science</p>
<p><b>Misconceptions</b></p>	<p>Understanding how dotted notes work  Treble v Bass clefs  Mnemonics</p>	<p>Students coast on an easy piece</p>	<p>A chord are 3 notes played at the same time  How to notate chords - one note</p>

	<p>Dynamics &amp; Tempo  Counting in  3/4 metre  Rests  Bow hold  Crossing strings  Flute embouchure  Flute keys  Dotted notes v staccato  Ties v slurs  Clarinet v oboe  Tuned and untuned percussion  Using key vocabulary to describe rather than describing the mood  Not use the term pulse, but beat  Dynamics &amp; Tempo  'It goes up and down' in reference to volume.  Ensemble music has different parts played at the same time.</p>	<p>Find independent learning routines hard – keep routines the same wherever possible  Find instrument very hard – differentiate down – easy pieces always available to some  Forget from lesson to lesson – re-cap and model at start of every lesson  Forget vocab – always on board, reinforced by exam exercise  Improvisation is freely composed and not read</p>	<p>on top of each other  Forget ideas from lesson to lesson – write notes down  Melody is the main tune - not the accompaniment (don't play broken chords or chords)</p>
<b>Assessment opportunities</b>	<p>Formative feedback every lesson. LAT test every term. Performance assessment every half term.  MiSST assemblies. Homework</p>		
<b>Resources</b>	<p>Theory book  Vamoosh instrument book  Instruments  Figurenotes  Ensemble music</p>	<p>Theory book  Vamoosh instrument book  Instruments  Figurenotes  Repertoire</p>	<p>Theory book  Instruments  Note books</p>

Year 9	Carousel	
Topics	Sequencing Skills on Logic Elements of Music	Film Music
<b>Knowl edge</b>	Basics of Logic <ul style="list-style-type: none"> <li>- DAW system</li> <li>- Recording MIDI</li> <li>- Editing</li> </ul> Elements of music <ul style="list-style-type: none"> <li>- Notation</li> <li>- Rhythms</li> <li>- Dynamics</li> <li>- Tempo</li> <li>- Texture</li> <li>- Harmony</li> </ul>	Composition of different genres using knowledge of the elements of music for each genre  Listening & Analysis of film music using key terms to describe the mood of the music  Music theory - harmony - intervals, discords, reading music, dictation.
<b>Skills</b>	Music production  Listening & appraising  Reading notation for multiple instruments  Instrumentation  Writing about music using key terms  <b>Maths</b> Rhythmic duration Understanding metre Counting beats Performing to a pulse	Performing Working as an ensemble  Applying musical elements to composition  Reading and notating music.  Listening & Appraising. Writing about music using key terms  <b>Maths</b> Rhythmic duration Understanding metre Counting beats Performing to a pulse

**Literacy**

Subject specific vocabulary

Analysis of music

Evaluation of performances

**Spiritual, moral, social and cultural learning**

- o Respectful relationships
- o Building cultural capital, acquiring cultural knowledge
- o Independent self-managing resilient learning
- o Reflecting on beliefs and values
- o Using imagination and creativity
- o Developing curiosity
- o Exploring right and wrong
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**Wellbeing**

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Improve focus

Expression

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	<b>Cross-curricular links</b> Art, Drama, English, Science, ICT, Humanities	<b>Cross-curricular links</b> Art, Drama, English, Science, ICT
<b>Miscellaneous</b>	Not following notes and trying to play it by ear Only using loops in logic Setting tempo Timing on the step sequencer Reading bass clef like it is treble clef Confusion over dynamics and tempo terms	Including the first note when working out intervals  Using the key compositional techniques when composing for film genre.  Using melodic ideas and not just sound effects.
<b>Assessment opportunities</b>	Formative feedback every lesson. LAT test every term. Practical assessment at the end of the term. Students receive peer evaluation and feedback. Homework	
<b>Resources</b>	Exercise Books Computers Percussion Instruments	