



Through our Music curriculum we provide pupils with the understanding of key musical concepts which underpins future interactions with music. Pupils are taught across a variety of content from Blues to Film Music using the three fundamental disciplines of performing, composing and listening, all of which have practical application. All pupils are given the opportunity to learn a musical instrument by receiving instrumental lessons. Our curriculum facilitates pupils to experience music, equipping them with the knowledge, passion, enthusiasm and cultural experiences to enjoy and appreciate music.

Year 7 Curriculum							
Learning Focus	Rhythm and Pulse	Keeping Time	Cracking the Code	The Major Scale	Chords	Ukulele	Samba
Learning Hours Associated	Week 1 to 5 Approx. 5 hours	Week 6 to 10 Approx. 5 hours	Week 11 to 15 Approx. 5 hours	Week 16 to 21 Approx. 6 hours	Week 22 to 27 Approx. 6 hours	Week 28 to 33 Approx. 6 hours	Week 34 to 39 Approx. 6 hours
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> <li>✓ Know what rhythm and pulse is</li> <li>✓ Understand the difference between rhythm and pulse.</li> <li>✓ Be able to recognise different pulse in music.</li> <li>✓ Understand how to read and notate simple rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know what keeping time means</li> <li>✓ Understand the importance of keeping time when performing with musicians.</li> <li>✓ Be able to find the correct black keys on the keyboard (Pentatonic).</li> <li>✓ Be able to perform the 'Black Note March' on the keyboard while</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know what musical score (notation) is</li> <li>✓ Understand the importance of reading notation when performing with musicians.</li> <li>✓ know and recognise the symbols and shapes used in musical notation.</li> <li>✓ Be able to read notes from the lines and spaces of the stave</li> <li>✓ Be able read basic notation in</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand semitones and tones and how the major scale is constructed.</li> <li>✓ Be able to perform the C Major scale.</li> <li>✓ Be able to perform JP's tune. A piece of music based on the C Major scale.</li> <li>✓ Understand what an accompaniment is.</li> <li>✓ Be able to perform a</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know what a chord is.</li> <li>✓ Understand how chords are used in music.</li> <li>✓ Be able to perform two simple chords.</li> <li>✓ Be able to perform the melody to Swing Low Sweet Chariot.</li> <li>✓ Be able to perform chords and melody</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be able to use up and down strumming pattern.</li> <li>✓ Understand chord diagrams for ukulele.</li> <li>✓ Understand the importance of ensemble skills: listening, timing, dynamics</li> <li>✓ Be able to perform two basic chords</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the origins of Samba music in Brazil</li> <li>✓ Know the main instruments used in samba music.</li> <li>✓ Understand the importance of ensemble skills: listening, timing,</li> <li>✓ Be able to perform a part in 'The Lazy Samba'</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Be able to accurately clap rhythms from notation.</li> <li>✓ Be able to compose and perform a rhythmic ostinato using a mixture of crotchets, rests and quavers.</li> <li>✓ Understand the importance of keeping time when performing with musicians.</li> <li>✓ Be able to find the correct black keys on the keyboard (Pentatonic).</li> <li>✓ Be able to evaluate/recognise features of rhythm and pulse.</li> </ul>	<p>reading the music notation.</p> <ul style="list-style-type: none"> <li>✓ Be able to perform the two note ostinato accompaniment to the 'Black Note March'.</li> <li>✓ Be able to perform the melody and accompaniment together with a partner or for extra challenge by yourself.</li> <li>✓ Be able to evaluate/recognise features of marches (keeping time)</li> </ul>	<p>a range of exercises.</p> <ul style="list-style-type: none"> <li>✓ Understand how to find the correct white keys on the keyboard.</li> <li>✓ Be able to perform a range of keyboard exercises.</li> <li>✓ Be able to perform the melody to the 'Eastenders' theme.</li> <li>✓ Be able to compose your own piece of music using the white keys on the keyboard.</li> </ul>	<p>drone accompaniment.</p> <ul style="list-style-type: none"> <li>✓ Be able to improvise your own melody using the notes of the C major scale.</li> <li>✓ Be able to perform a piece of music based on the C major scale with chord accompaniment.</li> </ul>	<p>together with a partner or by yourself.</p> <ul style="list-style-type: none"> <li>✓ Be able to perform three more complex chords.</li> <li>✓ Be able to perform the three chords and melody to Wimoweh with a partner or by yourself.</li> </ul>	<p>in the song 'Next to me'.</p> <ul style="list-style-type: none"> <li>✓ Be able to perform two chords together in time with a group in the song 'Three little birds'.</li> <li>✓ Be able to perform the four chords used in the song 'Despacito'.</li> <li>✓ Be able to perform using the 'Swiss Army' strumming technique.</li> </ul>	<p>ensemble performance.</p> <ul style="list-style-type: none"> <li>✓ Be able to perform a solo part in 'The Lazy Samba' ensemble performance.</li> <li>✓ Understand the musical feature 'Call and Response'.</li> <li>✓ Be able to perform a part in the call and response section.</li> <li>✓ Understand and be able to perform using dynamics.</li> </ul>
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Subject Vocabulary	Rhythm Pulse Crotchet Rest Quavers Ostinato	Keeping Time Quaver (single) Dotted crotchet Minim Pentatonic	Score Staff Treble Clef EGBDF FACE Musical Alphabet	Scale Semitones Tones Ascending Descending Melody Technique	Chord Accompaniment Harmony Triad Major Technique Melody	Ukulele Strumming pattern Chord diagram Chord sequence Ensemble	Samba Carnival Surdo Caixa Tambourin Agogo Bells Rhythm Layers
Subject Texts Used	✓ Music notation reading note lengths – ABRSM Music Theory	✓ Music notation rhythm - ABRSM Music Theory ✓ The Black Note March	✓ Music notation pitch - ABRSM Music Theory ✓ Keyboard Exercises ✓ Ode to Joy	✓ ABRSM Music Theory ✓ JP's Tune ✓ Eastenders	✓ ABRSM Music Theory ✓ Swing Low Sweet Chariot ✓ Wimoweh	✓ The Ukulele chord book ✓ Next to Me ✓ Three Little Birds ✓ Despacito	✓ The Lazy Samba
Cultural Enrichment † Opportunities	The role of music in culture. Audio/video of a range of musical genres.	Music from a range of cultural backgrounds: Marches, waltzes etc. Discuss the role of music in marching. Audio/video of marching bands and other musical genres.	Music from a range of time periods/cultures: Ode to Joy - Beethoven (classical/Romantic and modern pop versions), The Bell Ringer (church music) Audio/video music examples.	Music from a range of time periods/cultures: Medieval music/TV Music. Audio/video music examples.	Exploration of traditional folk music and music influenced by Africa. Links with pop music. Audio/video music examples.	Music from Hawaii and the role of the ukulele in Hawaiin culture.	Music from Brazil and the influence of the Transatlantic slave trade on Samba music. The role of music in the carnival. Audio/video examples of the carnival.
Learning Behaviours	Active listening Active engagement	Active engagement Striving for accuracy and precision Reflective learning	Active listening Active engagement Applying past learning	Active listening Striving for accuracy and precision Reflective learning	Active listening Active engagement Striving for accuracy and precision	Active listening Active engagement	Active listening Striving for accuracy and precision Reflective learning

## Year 8 Curriculum

Learning Focus	Sandwich Form	Texture	Ukulele 2	Indian Music	Chords 2	Blues
Learning Hours Associated	Week 1 to 7 Approx. 7 hours	Week 8 to 15 Approx. 8 hours	Week 16 to 22 Approx. 6 hours	Week 22 to 27 Approx. 6 hours	Week 28 to 33 Approx. 6 hours	Week 34 to 39 Approx. 6 hours
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> <li>✓ Know what form and structure is</li> <li>✓ Understand the importance of how music must be organised.</li> <li>✓ Understand how a piece of music can be structured in sandwich form – ABA - Ternary.</li> <li>✓ Be able to perform 'Twinkle, Twinkle, Little Star' with drone/ostinato accompaniment.</li> <li>✓ Be able to perform section A of the 'Star Wars' theme.</li> <li>✓ Be able to recognise the features of sandwich form – ABA – Ternary form in a listening activity.</li> <li>✓ Be able to successfully compose/improvise your own piece of</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know what musical texture is</li> <li>✓ Understand how music can have various textures.</li> <li>✓ Understand how the texture can be altered by adding different layers.</li> <li>✓ Be able to create a piece of polyphonic music with multiple layers using loops.</li> <li>✓ Be able to create a melody part in 'BandLab' by drawing notes into the piano role page.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be able to use an up and down strumming pattern.</li> <li>✓ Understand how chord diagrams represent how ukulele chords are played.</li> <li>✓ Be able to read chord diagrams for a ukulele.</li> <li>✓ Be able to perform four chords together in time with a group in the song 'Despacito'.</li> <li>✓ Understand the importance of music ensemble playing skills.</li> <li>✓ Be able to perform using the 'Swiss Army' strumming technique.</li> <li>✓ Be able to perform four chords together in time with a</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the role of music in Indian culture.</li> <li>✓ Know how a raga is constructed</li> <li>✓ Be able to perform the Raga Vibhas on the keyboard.</li> <li>✓ Be able to perform the raga with drone accompaniment.</li> <li>✓ Know how to compose your own raga.</li> <li>✓ Be able to perform your own raga on the keyboard.</li> <li>✓ Be able to Improvise using the notes of the raga.</li> <li>✓ Be able to perform and compose your own Tala.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how chord progressions are used as accompaniment in Music.</li> <li>✓ Be able to perform the chord progression in 'Live Forever'.</li> <li>✓ Be able to perform the chord progression to 'Canon' by Pachelbel along with melody.</li> <li>✓ Understand and know the difference between block chords and broken chords.</li> <li>✓ Be able to perform 'Someone Like You' using broken chords.</li> <li>✓ Be able to compose your own chord progression that</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how time and place had an effect of how Blues music developed.</li> <li>✓ Be able to perform the 12 Bar Blues chord progression.</li> <li>✓ Be able to perform the melody 'Moston Blues'.</li> <li>✓ Understand how and be able to successfully improvise using the notes of the Blues Scale.</li> <li>✓ Be able to take part in an ensemble Blues performance.</li> </ul>

	music in sandwich form.		group in the song 'Stand By Me'.		can be used as a basis for a song.	
Subject Vocabulary	Form and Structure Sandwich Form ABA Ternary Form Classical Accompaniment Drone	Texture Monophonic Polyphonic Layers Loops Sequencer	Ukulele Chord Chord diagram Chord sequence Technique Strumming pattern Ensemble	Sitar Tabla Raga Scale Drone Accompaniment Improvisation Tala	Chords Chord progression Extended chord progression Block chords Broken chords	Blues Transatlantic Slave trade 12 Bar Blues Melody Improvisation Instrumentation
Subject Texts Used	<ul style="list-style-type: none"> <li>✓ ABRSM Music Theory</li> <li>✓ Twinkle, Twinkle, Little Star</li> </ul>	<ul style="list-style-type: none"> <li>✓ ABRSM Music Theory</li> <li>✓ Sound on Sound Music Industry magazine</li> <li>✓ Jingle Bells</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Ukulele chord book</li> <li>✓ Despacito</li> <li>✓ Stand by Me</li> </ul>	<ul style="list-style-type: none"> <li>✓ ABRSM Music Theory</li> <li>✓ GCSE Music AQA Complete Revision &amp; Practice</li> <li>✓ Raga Vibhas</li> </ul>	<ul style="list-style-type: none"> <li>✓ ABRSM Music Theory</li> <li>✓ Wimoweh</li> <li>✓ Someone like you</li> </ul>	<ul style="list-style-type: none"> <li>✓ ABRSM Music Theory</li> <li>✓ GCSE Music AQA Complete Revision &amp; Practice</li> <li>✓ The Moston Blues</li> </ul>
Cultural Enrichment Opportunities	The role of music in Western Classical culture. Links with classical music and modern pop music. Audio/video music performance examples.	Discussion on the role of technology in creating modern pop music. Audio/video demonstrations.	Music from Hawaii and the role of the ukulele in Hawaii culture. Use of chords in various genres of pop music. Audio/video music performance examples.	Role of music in Indian culture. Links with Indian music and pop music. Audio/video music performance examples.	How harmony used in pop music has been used for hundreds of years in the western classical tradition. Audio/video music performance examples.	How time and circumstance contributed to the development of Blues music in the American deep south. Links to the transatlantic slave trade. Audio/video music performance examples.
Learning Behaviours	Active engagement Striving for accuracy and precision	Active listening Striving for accuracy and precision Reflective learning	Active listening Active engagement	Active listening Striving for accuracy and precision Reflective learning	Active listening Active engagement Striving for accuracy and precision	Active listening Striving for accuracy and precision Reflective learning

## Year 8 Curriculum

Learning Focus	Reggae	Variations	Music Sequencing	Pop Music – Chords & Riffs	Music for Film	Blues Project
Learning Hours Associated	Week 1 to 7 Approx. 7 hours	Week 8 to 15 Approx. 8 hours	Week 16 to 22 Approx. 6 hours	Week 22 to 27 Approx. 6 hours	Week 28 to 33 Approx. 6 hours	Week 34 to 39 Approx. 6 hours
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> <li>✓ Know where Reggae music originates from</li> <li>✓ Understand the role of music in Jamaican culture.</li> <li>✓ Know and recognise the musical features/elements used in Rock Steady, Ska and Reggae music.</li> <li>✓ Be able to perform the melody and chords to Buffalo soldier.</li> <li>✓ Be able to perform the chords from 'Three Little Birds' on keyboard, guitar and/or ukulele.</li> <li>✓ Be able to perform the chords and melody to 'One Love' by Bob Marley.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know what variations are</li> <li>✓ Understand how music can be structured as theme and variations.</li> <li>✓ Be able to perform the melody to Frere Jacques on the keyboard or other instrument.</li> <li>✓ Be able to perform Frere Jacques in a range of different ways (variations).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how a music sequencer can be used to create music.</li> <li>✓ Know the main functions of a music sequencer</li> <li>✓ Be able to create a structured piece of polyphonic music with multiple layers using loops in BandLab software.</li> <li>✓ Be able to create a drum part in 'BandLab' by drawing notes into the drum machine and adding a bass part using loops or drawing the notes in the piano roll.</li> <li>✓ Be able to create a technology performance of Havana by drawing the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how chords are used as an accompaniment in popular music.</li> <li>✓ Be able to perform the four chords with melody from 'The Scientist' by Coldplay.</li> <li>✓ Be able to perform a melodic riff from a range of songs.</li> <li>✓ Understand how a riff can use notes from the pentatonic scale.</li> <li>✓ Be able to compose a riff based on the notes in the G minor pentatonic scale.</li> <li>✓ Be able to perform the main riff and chord accompaniment from Havana - Camila Cabello.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how music can create the appropriate mood/atmosphere in a film scene.</li> <li>✓ Know the most common features of film music: Leitmotif, dramatic effect etc.</li> <li>✓ Be able to perform the melody from Star Wars.</li> <li>✓ Be able to perform the James Bond theme with ostinato accompaniment.</li> <li>✓ Be able to perform the melody from Pirates of the Caribbean.</li> <li>✓ Be able to perform 'the Star Wars theme' (full version).</li> <li>✓ Be able to compose appropriate music for a short film clip.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how time and place influenced how Blues Music developed.</li> <li>✓ Contribute to a group performance of the Blues by performing on the keyboard, guitar, bass guitar, drums or singing.</li> </ul>

			<p>chords, melody and bass part in using the piano roll.</p> <p>✓ Be able to create a technology performance of Pink Soldiers by drawing the melody and bass part in using the piano roll.</p>			
Subject Vocabulary	<p>Jamaica</p> <p>Ska</p> <p>Rocksteady</p> <p>Reggae</p> <p>Offbeart (skank)</p> <p>Riff</p>	<p>Theme and Variations</p> <p>Melody</p> <p>Accompaniment</p> <p>Drone</p> <p>Ostinato</p> <p>Round</p> <p>Echo</p> <p>Major/Minor</p>	<p>Sequencer</p> <p>Loops</p> <p>Edit page</p> <p>Pen tool</p> <p>Playback</p> <p>Timing</p> <p>Alignment</p>	<p>Chord accompaniment</p> <p>Melody</p> <p>Riff/Ostinato</p> <p>Pentatonic Scale</p>	<p>Film Music</p> <p>Score</p> <p>Composer</p> <p>Mood/Atmosphere</p> <p>Leitmotif</p>	<p>Blues</p> <p>12 Bar Blues</p> <p>Melody</p> <p>Improvisation</p> <p>Drums</p> <p>Bass guitar</p> <p>Guitar</p> <p>Piano</p>
Subject Texts Used	<p>✓ ABRSM Music Theory</p> <p>✓ GCSE Music AQA Complete Revision &amp; Practice</p> <p>✓ Buffalo Soldier</p> <p>✓ Three Little Birds</p>	<p>✓ ABRSM Music Theory</p> <p>✓ GCSE Music AQA Complete Revision &amp; Practice</p> <p>✓ Frere Jacques</p>	<p>✓ ABRSM Music Theory</p> <p>✓ Sound on Sound Music Industry magazine</p> <p>✓ Havana</p> <p>✓ Pink Soldiers</p>	<p>✓ ABRSM Music Theory</p> <p>✓ The Scientist</p> <p>✓ Havana</p>	<p>✓ ABRSM Music Theory</p> <p>✓ GCSE Music AQA Complete Revision &amp; Practice</p> <p>✓ Star Wars</p> <p>✓ Pirates of the Caribbean</p>	<p>✓ ABRSM Music Theory</p> <p>✓ GCSE Music AQA Complete Revision &amp; Practice</p> <p>✓ C Jam Blues</p>
Cultural Enrichment Opportunities	<p>How music is embedded in Jamaican culture and links to Rastafarianism.</p>	<p>Links to the Romantic period of the Western classical tradition.</p> <p>Influences on contemporary music.</p>	<p>Discussion on the role of technology in creating modern pop music.</p>	<p>Discussion of fusion of western pop music with music from other cultures and traditions.</p>	<p>Discussion about how music can create a historical time and place.</p>	<p>How time and circumstance contributed to the development of Blues music in the American deep south. Links to the transatlantic slave trade.</p>

Learning Behaviours	Active listening Striving for accuracy and precision Reflective learning	Active listening Striving for accuracy and precision	Active listening Active engagement	Active listening Active engagement Striving for accuracy and precision	Active listening Reflective learning	Active listening Striving for accuracy and precision Reflective learning
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**For Information:**

Autumn Term – 15 Weeks (Week 1 – 15)

Spring Term – 11 Weeks (Week 16 – 26)

Summer Term – 13 Weeks (Week 27-39)

Music Curriculum Time – 2 hours per fortnight (2 Week Timetable)