



Programme of Learning

KS3

Music

Our Curriculum

A	Ambitious	Our students reach their full potential
S	Spiritual	Our students develop a strong moral compass and integrity
P	Purposeful	Our students experience a broad and balanced curriculum that prepares them for the next stage of education and life
I	Inclusive	Our students needs and talents are recognised and nurtured
R	Rich	Our students access a range of academic, creative and cultural opportunities
E	Engaging	Our students are motivated and develop a love of learning



The Music Department at All Hallows Catholic School is committed to nurturing musical excellence in a welcoming and inclusive environment. Our mission is to inspire students' growth, foster community, and in still a lifelong love of music.

Our Core Values:

- **Respect:** We value the uniqueness of everyone within our musical community, creating a welcoming space where all voices are heard and respected.
- **Intellectual Curiosity:** We encourage students to explore music with intellectual curiosity, nurturing a deep understanding of its historical and cultural dimensions.
- **Courage:** We inspire students to embrace challenges, take creative risks, and reach their full potential.
- **Responsibility:** We in still a sense of duty to practice, collaborate, and positively contribute to our musical community.
- **Consideration:** We promote empathy and unity in all musical endeavours.

The Music Department is committed to:

- Offering a diverse music curriculum, with focus on the three main areas of Performance, Composition and Appraising.
- Providing performance opportunities to develop confidence with a rich and diverse programme of extra-curricular options.
- Embracing and integrating music technology as a tool for creative exploration and musical expression.
- Cultivating a lifelong love for music, enriching our wider community.

Through these values and commitments, we empower students to become skilled musicians, confident performers, and compassionate individuals who contribute positively to their communities and the world through their musical understanding.

Key Stage 3 Progress Grid/Music

3	<ul style="list-style-type: none"> -When singing, I attempt to stay in tune but struggle with intonation. My projection is limited. -When composing, I struggle to come up with ideas and communicate them. -When performing, I am not always fluent and accurate. -When appraising, I struggle to understand Tier 3 vocabulary.
4	<ul style="list-style-type: none"> -When singing, I am mostly in tune though I struggle to intonate entire phrases. My projection, at times, is limited. -When composing, my ideas are limited. I make some attempts to communicate with my peers. -When performing, I can play simple parts with some accuracy. -When appraising, I can define basic Tier 3 key words.
5	<ul style="list-style-type: none"> -When singing, I am mostly in tune though I struggle at the start and end of phrases. I can project my voice to a basic standard. -When composing, my ideas are basic. I communicate with my peers however I could engage more. -When performing, I can play simple parts accurately and with some fluency. -When appraising, I can use some Tier 3 vocabulary words in context.
6	<ul style="list-style-type: none"> -When singing, I am in tune though my tone and overall sound may be thin in the higher/lower registers. I can project my voice to a good standard. -When composing, my ideas are sometimes basic and need to be extended. I make attempts to communicate with my peers. -When performing, I can play intermediate parts accurately and with some fluency. -When appraising, I can use Tier 3 vocabulary appropriately to correctly answer listening questions.
7	<ul style="list-style-type: none"> -When singing, I am in tune and produce a good tone. I can project my voice to an excellent standard. -When composing, I find my ideas are generally good and communicate well with my peers. -When performing I feel confident of success, I attempt to play harder extracts with some fluency and success. -When appraising, I can use Tier 3 vocabulary appropriately to correctly answer listening questions.
8	<ul style="list-style-type: none"> -When singing, I am in tune and produce an excellent tone. I can project my voice to an excellent standard. -When composing, I find my ideas are imaginative and communicate my ideas well with my peers. -When performing I feel confident, and I can play to a grade 4/5 standard. -When appraising, I can use Tier 3 vocabulary appropriately and can link different Tier 3 Vocab together to explain more advanced concepts.
9	<ul style="list-style-type: none"> -When singing, I am in tune and produce an excellent tone. I can project my voice to an excellent standard. I can easily harmonize my vocal part. -When composing, I find my ideas are imaginative/mature and communicate my ideas well with my peers. -When performing I feel confident, and I can play to a grade 5+ standard. -When appraising, I can use Tier 3 vocabulary with flair and can explain and link tier 3 vocab together with more advanced concepts.

Year 7

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 7

TERM: Autumn Term 1

TITLE OF UNIT: Mood and Music

WEEKS: 6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •How to identify all the musical elements through listening, performing and composing. •They will listen to a range of different musical styles to compare musical elements. •Will learn how to use their voices to manipulate sounds. •Understand the many different percussion instruments and use them to create a soundscape or musical machine. 	<ul style="list-style-type: none"> •Listen to different musical examples and be able to identify musical elements. •Compose different layers of their name ostinato piece using the musical elements to communicate their ideas. •They will learn basic vocal techniques to ensure they are more confident with their hymn singing. • •Learn how to compose How to grade one's performance and progress through recording. •How to perform for the class and assess one's own performance and others with others and perform as a team.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/teamwork Spiritual development: Imagination and creativity Cultural development: Students will engage with the origins of hymn music and various genres of music.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Literacy skills: Writing, reading, learning new key terms Question and answers •Numeracy: Counting rhythmic beats and being able to stay in time with their groups. 	<ul style="list-style-type: none"> •Musician •Conductor •Music teacher •Composer •Performer

How will this topic be assessed?

Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA performance will occur giving the students feedback and time to improve before the EUA at the end of the term. Students will be encouraged to practise at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 7

TERM: Autumn Term 1

TITLE OF UNIT: Pachelbels Canon

WEEKS: 4 Lessons

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Develop knowledge and understanding of ground bass form & structure and how this is used to provide musical variation in different styles. •Other ways in which music is structured and how composers vary this. •How to read bass clef notation. •How to understand key signatures and compound time signatures. 	<ul style="list-style-type: none"> •Use tuned and untuned percussion to play through piece. •Be able to play through all the chords on the Ukulele. •Creating an ensemble performance. •Making own arrangement and style of Pachelbel's Canon

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Team work. Sacred vocal music from Baroque period. Imagination and creativity.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Counting rhythmic beats, performing in time. •Writing, and key terms. 	<ul style="list-style-type: none"> •Musician, historian, teacher. •Music offers many transferable skills which can be applied to almost any career.

How will this topic be assessed?
Students are assessed through a solo performance at the end of the topic along with short listening tests throughout the unit of work.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 7

TERM: Spring Term 1

TITLE OF UNIT: Mostly Mozart

WEEKS: 6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Classical Period Characteristics: Understand the characteristics of music composed between 1750 and 1820, including stylistic elements typical of the Classical period. • Mozart's Works: Gain familiarity with key works by Mozart, specifically understanding the context and significance of "La ci darem la mano" from his opera Don Giovanni. • Musical Elements: Identify and explain the fundamental elements of music within the Classical period. • Melodic Composition: Understand the principles of composing four or eight-bar melodies typical of the Classical style. 	<ul style="list-style-type: none"> • Ensemble Performance: Take part in an ensemble performance of Mozart's "La ci darem la mano," demonstrating an understanding of ensemble dynamics and performance practices. • Melodic Composition: Compose an original four or eight-bar melody, applying knowledge of Classical period characteristics and melodic phrasing. • Musical Analysis Analyse and explain the characteristics of music from the Classical period through listening and study of various pieces. • Performance Techniques Develop performance techniques appropriate for Classical music, focusing on accuracy, expression, and stylistic interpretation.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/team work Spiritual development: Imagination and creativity Cultural development: Awareness of and respect for other musical genres, styles and traditions

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Literacy skills: Writing, reading, learning new key terms Question and answers • Numeracy: Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> • Musician • Pianist • Conductor • Music teacher

How will this topic be assessed?

Listening Test

- A listening test where students identify and explain musical elements and features typical of the Classical period, using excerpts from Mozart and other composers of the era.

Ensemble Performance

- Performance assessment of "La ci darem la mano" from Don Giovanni as part of an ensemble. Criteria will include accuracy, timing, dynamics, and overall musicality. Peer and teacher feedback will be used for evaluation.

Melody Composition

- Submission and evaluation of a composed four or eight-bar melody. Criteria will include adherence to Classical style, creativity, melodic structure, and notation accuracy.

Performance Technique Evaluation

- Individual performance assessments focusing on technique, expression, and stylistic interpretation of Classical pieces learned during the unit. This may include solo performances or additional ensemble pieces.

Participation and Effort

- Ongoing assessment of participation, effort, and progress throughout the unit. This includes active involvement in class activities, rehearsals, and practice sessions.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 7

TERM: Spring

TITLE OF UNIT: Oh, When the Saints

WEEKS:6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •How to identify, explain and discuss key features of musical elements •How to apply concepts learnt in class to improve and progress •How to identify and explain different rhythmic values •How to identify and explain dotted rhythms •How to identify notes on a treble clef stave •How to identify articulations and dynamic/expressive markings in a musical score 	<ul style="list-style-type: none"> •How to read and perform notes on a treble/bass clef stave on the keyboard •How to read and perform different rhythmic values on the keyboard •How to identify and explain musical features of music through musical listening •Playing with both left and right hands •How to perform and sing The Saints melody lines •How to play the piano with a good technique •How to grade one's performance and progress through the graded versions •How to perform for the class and assess one's own performance and others

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/teamwork Spiritual development: Imagination and creativity Cultural development: Students will engage with the origins of the spiritual song form

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Literacy skills: Writing, reading, learning new key terms Question and answers •Numeracy: Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> •Musician •Pianist •Conductor •Music teacher

How will this topic be assessed?
Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA performance will occur giving the students feedback and time to improve before the EUA at the end of the term. Students will be encouraged to practise at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: Year 7

TERM: Summer Term 1

TITLE OF UNIT: Mad World

WEEKS: 6 weeks

By the end of this unit, students will be able to know/do:

Knowledge		Skills
<ul style="list-style-type: none"> • How to identify, explain and discuss key features of musical elements found in "Mad World" by Tears for Fears • How to apply concepts learnt in class to improve and progress • How to identify and explain different chords and chord progressions • How to match pitch and sing and play a chordal instrument at the same time • How to understand and develop chordal knowledge and to self-teach new chords • How to add musical elements into performance to enhance expression 		<ul style="list-style-type: none"> • How to read treble clef and how to match pitches on instruments including voice • How to read and perform both guitar tab/bass tab/ukulele chord charts/pop charts • How to identify and explain musical features of music through listening • How to perform in an ensemble • How to improve singing technique • How to focus on good technique to improve • How to grade one's performance and progress through the graded versions
Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/teamwork Spiritual development: Imagination and creativity Cultural development: Students will engage with the origins of the synth-pop and being aware of ethics and morals found in lyrics

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Literacy skills: • Writing, reading, learning new key terms • Question and answers • Numeracy: • Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> • Musician • Instrumentalists • Conductor • Music teacher

How will this topic be assessed?

Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA performance will occur giving the students feedback and time to improve before the EUA at the end of the term. Students will be encouraged to practise at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: Year 7

TERM: Summer Term 2

TITLE OF UNIT: Dance Remix Song Writing

WEEKS: 6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Know what equipment is required for digital music production, e.g., audio interfaces, DAWs, MIDI controllers. • Explain the difference between MIDI and audio. • Identify instruments typically used in pop music and explain their roles. • Understand typical roles of kick, snare, and cymbals in pop music. • Identify and explain drones/pedals, riffs/ostinatos, and root notes. • Identify and explain primary chords and chord sequences. • Understand how call and response is used to create balanced melodies in pop music. 	<ul style="list-style-type: none"> • Record a performance using a MIDI keyboard and DAW. • Input notes in a DAW using GarageBand's piano roll editor. • Copy, paste and loop ideas. • Use and choose a selection of software instruments. • Compose and record/input a drum beat in 4/4 time, using a kick, snare, and cymbals. • Compose and record/input a chord sequence using primary chords. • Compose and record/input a bass line using ideas from previous schemes of learning. • Compose and record/input a balanced, diatonic melody in a pop music style. • Export a song to disk from GarageBand with correct formatting.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: Group/teamwork Spiritual development: Imagination and creativity Cultural development: Understanding of the role of music in Western popular culture.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Literacy skills: Writing, reading, learning new key terms Question and answers • Numeracy: Counting rhythmic beats and being able to perform/input notes in time 	<ul style="list-style-type: none"> • Music producer • Music therapist • Musician • Private music teacher • Secondary school teacher • Sound designer • Sound engineer

	•Sound technician, broadcasting/film/video Special effects technician
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How will this topic be assessed?

Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA will occur giving the students an opportunity to reflect on their own (and each other's) work. The EUA at the end of the term will be in the form of submitting a completed project in mp3 format. Students will be encouraged to compose at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner.

Year 8

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: Autumn 1

TITLE OF UNIT: The Blues

WEEKS: 6

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •Be able to identify features of Jazz and Blues music. •Understand the difference between "straight" and "swing" rhythms clapping an example of each along with the class. •Understand that seventh chords are different to "normal" chords with an added note and a difference in sound and perform these individually. •Show a basic understanding of the subject matter and themes of lyrics in blues songs. 	<ul style="list-style-type: none"> •Be able to identify features of Jazz and Blues music. •Understand the difference between "straight" and "swing" rhythms clapping an example of each along with the class. •Understand that seventh chords are different to "normal" chords with an added note and a difference in sound and perform these individually. •Show a basic understanding of the subject matter and themes of lyrics in blues songs.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Teamwork during class performance and peer evaluation of students work. The department rules are clear to students. Pupils incorporate mutual respect and the consideration for others' work. Students enquire and communicate their ideas, meanings, and feelings on performances.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Numeracy: 12-Bar blues chord sequence can be related to repeating patterns and sequences. •Literacy subject matter of blues songs; AAB structure of lyrics in blues songs; storytelling. Citizenship – slavery, oppression etc. Geography – Africa, America. History – Slavery, slave routes and slave traders. 	<ul style="list-style-type: none"> •Musician •Teacher •Historian

How will this topic be assessed?

Students will do compose and do a performance of their own blues compositions which will be assessed by peer/ teacher at the end of the half term.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: Autumn 2 and Spring 1

TITLE OF UNIT: Irish Folk Music

WEEKS: 3/4 100-minute lessons.

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • How to identify and explain key musical features of Irish folk music • Music, enabling them to recognise folk music as a genre distinct from other styles of music • How to describe that Irish much folk music has been handed down from generation to generation using oral tradition • How to correctly match some musical features and identify some instrumentation correctly in Irish Folk Music from different countries, times and places through musical listening • How to identify and explain the elements of music • How to identify and explain different rhythmic values • How to identify and explain dotted rhythms • How to identify notes on a treble clef staff • How to play in $\frac{3}{4}$ 6/8-time signature 	<ul style="list-style-type: none"> • How to read and perform Ukulele chords • How to read and perform different rhythmic values on the Ukulele • How to identify and explain musical features of Irish folk music through musical listening • How to perform and sing simple melody lines from a variety of Irish folk songs as a class and in groups • How to create, as part of a group, basic arrangements of Irish folk songs using basic features learned about in the unit • How to perform the melody and chords of 'The Black Velvet Band' accurately on the Ukulele and Keyboard • How to perform the chords G, C, D, Em, D7 on the Ukelele • How to perform and sing the lyrics to 'The Black Velvet Band'

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/teamwork Spiritual development: Imagination and creativity Cultural development: Awareness of and respect for other musical genres, styles and traditions

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Literacy skills: Writing, reading, learning new key terms Question and answers • Numeracy: Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> • Musician • Pianist • Conductor • Music teacher

How will this topic be assessed?
 Students would learn the piece 'Black Velvet Band' throughout the term, and at the end of the term they would perform 'Black Velvet Band' on the Ukulele (as well as any other parts they can do on instruments they learn outside of class) to the class and teacher. Peer feedback will be given to the student, and the teacher will write in comments (WWW/EBI) and a mark for the student's performance.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: Spring

TITLE OF UNIT: Musicals

WEEKS: 5/6 100 minute

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • How to identify, explain and discuss key features of musical elements found in musicals • How to apply concepts learnt in class to improve and progress • How to identify and explain different chords and chord progressions • How to match pitch and sing and play a chordal instrument at the same time • How to understand and develop chordal knowledge and to self-teach new chords • How to add musical elements into performance to enhance expression 	<ul style="list-style-type: none"> • How to read treble clef and how to match pitches on instruments including voice • How to read and perform both guitar tab/bass tab/ukulele chord charts/pop charts • How to identify and explain musical features of music through musical listening • How to perform in an ensemble • How to improve singing technique • How to focus on good technique to improve • How to grade one's performance and progress through the graded versions • How to perform for the class and assess one's own performance and others

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/teamwork Spiritual development: Imagination and creativity Cultural development: Students will engage with the origins of the Musical and being aware of ethics and morals found in stories

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Literacy skills: Writing, reading, learning new key terms • Question and answers • Numeracy: • Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> • Musician • Instrumentalists • Conductor • Music teacher

How will this topic be assessed?
Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA performance will occur giving the students feedback and time to improve before the EUA at the end of the term. Students will be encouraged to practise at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: Summer term 1

TITLE OF UNIT: Indian Music

WEEKS: 6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •How to identify, explain and discuss key features of musical elements found in Indian classical music •How to apply concepts learnt in class to improve and progress •How to identify and explain different scales •How to match pitch and sing and play a chordal instrument at the same time •How to understand and develop chordal knowledge and to self-teach new chords •How to add musical elements into performance to enhance expression 	<ul style="list-style-type: none"> •How to read treble clef and how to match pitches on instruments including voice •How to read and perform rhythmic cycles by clapping and playing keyboard •How to identify and explain musical features of music through musical listening •How to perform in an ensemble •How to improve keyboard technique •How to improvise using scales

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: group/teamwork Spiritual development: Imagination and creativity Cultural development: Students will engage with the origins of the Musical and being aware of ethics and morals found in stories
Literacy/Reading/Numeracy		Careers
<ul style="list-style-type: none"> •Literacy skills: Writing, reading, learning new key terms Question and answers •Numeracy: Counting rhythmic beats and being able to perform in time 		<ul style="list-style-type: none"> •Musician •Instrumentalists •Conductor •Music teacher

How will this topic be assessed?
Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA performance will occur giving the students feedback and time to improve before the EUA at the end of the term. Students will be encouraged to practise at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 8

TERM: Summer term 2

TITLE OF UNIT: Minimalism

WEEKS: 2/ 6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •How to identify and explain Minimalism, and develop an understanding of where minimalism has come from •How to identify the key composers of Minimalism. •How to identify the key terminology and concepts involved in minimalism compositions. •How to identify the meaning of counterpoint •How to identify the meaning of augmentation and diminution •How to identify what a motif and ostinato is •How to identify phase shifting •How to identify the Dorian mode •How to identify structure and a Head section •How to identify and explain elements of music 	<ul style="list-style-type: none"> •How to develop individual performance skills. •How to develop ensemble performing skills •How to identify features of Minimalism through listening •How to demonstrate phase shifting through a performance of 'Clapping Music' •How to create own minimalist performance using phase shifting and a contrapuntal texture •How to perform Tubular Bells •How to identify and evaluate the effect of elements of music within compositions •Create a minimalism composition using minimalist features •How to evaluate minimalist performances and give per feedback

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: Working as a team Spiritual development: Imagination and creativity Cultural development: Understanding and respecting the influence of Minimalism on society and the history of music

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Literacy skills: Writing, reading, learning new key terms Question and answers •Numeracy: Counting rhythmic beats and being able to perform in time Perform a minimalist piece in time whilst using phase shifting Perform own phase shifting in time as a pair Composing a minimalist piece accurately in time to a metronome 	<ul style="list-style-type: none"> •Musician •Pianist •Conductor •Music teacher

How will this topic be assessed?

Students would compose a Minimalist composition throughout the term, and at the end of the term this composition would be individually assessed by the teacher, taking into context the Minimalist features learnt and applied to the composition over the term.

Year 9

Scheme of Learning

SUBJECT: Music

YEAR GROUP: Year 9

TERM: Summer Term 1

TITLE OF UNIT: In the Air Tonight

WEEKS: 3 100 minutes

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> •How music was composed during the Pop Era •How to identify contextual and musical features of Pop Music •How Pop music developed as well as the social and cultural impacts of Pop. •How to identify songs from different times and places. •How to identify different musical features in different arrangements of a popular song •How to identify and explain the importance of form and structure in a Popular Song •How to identify and explain what a riff and hook is •How to identify and explain elements of music and chord productions •How to identify how music technology can be used to enhance a production 	<ul style="list-style-type: none"> •How to identify riffs and hooks in songs when listening •How to identify features of Pop through listening •How to evaluate the relationship between politics and music •How to explain and evaluate the effect of elements of music within performances •How to develop individual, group and whole class performance techniques through performing/arranging In the Air Tonight •Evaluate own and other's work and identify some basic musical differences when listening to other arrangements of the same song •How to use music technology within a class performance of a Pop Song

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Respect Courage Responsibility Consideration Intellectual Curiosity	Social development: Working as a team Spiritual development: Imagination and creativity Cultural development: Understanding and respecting the influence of Britpop on musical society

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Literacy skills: Writing, reading, learning new key terms Question and answers •Numeracy: Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> •Musician •Pianist •Conductor •Music teacher

How will this topic be assessed?
Students will work on In Th Air Tonight as a class and individually. Students will choose a range of instruments to create their own arrangement of the song. The song will be assessed as an MUA and EUA as the half term progress. Students and teacher will assess the group performances and progress using the performance grids to further understand how to improve.

Scheme of Learning

SUBJECT: Music
YEAR GROUP: 9
TERM: Autumn Term 2
TITLE OF UNIT: Bad Day
WEEKS: 3 100 minutes

By the end of this unit, students will be able to know/do:

Knowledge		Skills
<ul style="list-style-type: none"> •How music was composed during the Pop Era •How to identify contextual and musical features of Pop Music •How Pop music developed as well as the social and cultural impacts of Pop. •How to identify songs from different times and places. •How to identify different musical features in different arrangements of a popular song •How to identify and explain the importance of form and structure in a Popular Song •How to identify and explain what a riff and hook is •How to identify and explain elements of music and chord productions •How to identify how music technology can be used to enhance a production 		<ul style="list-style-type: none"> •How to identify riffs and hooks in songs when listening •How to identify features of Pop through listening •How to evaluate the relationship between politics and music •How to explain and evaluate the effect of elements of music within performances •How to develop individual, group and whole class performance techniques through performing/arranging Bad Day. •Evaluate own and other's work and identify some basic musical differences when listening to other arrangements of the same song •How to use music technology within a class performance of a Pop Song
Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: Working as a team Spiritual development: Imagination and creativity Cultural development: Understanding and

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> •Literacy skills: Writing, reading, learning new key terms Question and answers •Numeracy: Counting rhythmic beats and being able to perform in time 	<ul style="list-style-type: none"> •Musician •Pianist •Conductor •Music teacher

How will this topic be assessed?

Students will work on Bad Day as a class and individually. Students will choose a range of instruments to create their own arrangement of the song. The song will be assessed as an MUA and EUA as the half term progress. Students and teacher will assess the group performances and progress using the performance grids to further understand how to improve.

Scheme of Learning

SUBJECT: Music
YEAR GROUP: Year 9
TERM: Spring Term
TITLE OF UNIT: Film Music Composition
WEEKS: 2-6 weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • How to identify moods created by film music • How to identify what a leitmotif is • How to identify and discriminate between diegetic and non-diegetic music • How to identify elements of music • How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer's interpretation of a scene. • How to explain the purposes of film music. • How theme songs lead to the popularity of films and film music. • How to identify how horror music is composed 	<ul style="list-style-type: none"> • How to aurally identify a range of different types of film music to match a suitable film genre. • How to create a hero/villain leitmotif • Perform simple leitmotifs and themes from a range of film music soundtracks. • How to discriminate between diegetic and non-diegetic film music when watching/listening. • Compose a piece of music to fit a horror movie • How to use storyboards and/or cue sheets to plan a film music soundtrack. • How to identify and evaluate elements of music within compositions • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. • Build on skills built using garage band to create a piece of film music with both music and special musical/sound effects.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social development: Working as a team Spiritual development: Imagination and creativity Cultural development: Understanding and respecting the influence of film music on musical society

How will this topic be assessed?
Students would take their knowledge of film music and compose a musical soundtrack to a film scene using Garage Band (in effect, creating a musical narrative for that scene), and at the end of the term this composition would be assessed by Student/Peers/Teacher.

Scheme of Learning

SUBJECT: Music

YEAR GROUP: 9

TERM: Summer Term

TITLE OF UNIT: Pop Song Garage Band Composition

WEEKS: 3/100 minutes lessons

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> • Know what equipment is required for digital music production, e.g., audio interfaces, DAWs, MIDI controllers. • Explain the difference between MIDI and audio. • Identify instruments typically used in pop music and explain their roles. • Understand typical roles of kick, snare, and cymbals in pop music. • Identify and explain drones/pedals, riffs/ostinatos, and root notes. • Identify and explain primary chords and chord sequences. • Understand how call and response is used to create balanced melodies in pop music 	<ul style="list-style-type: none"> • Record a performance using a MIDI keyboard and DAW. • Input notes in a DAW using GarageBand's piano roll editor. • Copy, paste and loop ideas. • Use and choose a selection of software instruments. • Compose and record/input a drum beat in 4/4 time, using a kick, snare, and cymbals. • Compose and record/input a chord sequence using primary chords. • Compose and record/input a bass line using ideas from previous schemes of learning. • Compose and record/input a balanced, diatonic melody in a pop music style. • Export a song to disk from GarageBand with correct formatting.

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Respect Courage Responsibility Consideration Intellectual Curiosity	Social development: Group/teamwork Spiritual development: Imagination and creativity Cultural development: Understanding of the role of music in Western popular culture

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> • Literacy skills: Writing, reading, learning new key terms Question and answers • Numeracy: Counting rhythmic beats and being able to perform/input notes in time 	<ul style="list-style-type: none"> • Music producer • Music therapist • Musician • Private music teacher • Secondary school teacher • Sound designer • Sound engineer • Sound technician, broadcasting/film/video Special effects technician

How will this topic be assessed?

Assessments will be ongoing and regular. Students will have one to one feedback from teacher and peers. Halfway through the project a MUA will occur giving the students an opportunity to reflect on their own (and each other's) work. The EUA at the end of the term will be in the form of submitting a completed project in mp3 format. Students will be encouraged to compose at home if able to and during break times. Students who need to build more confidence they will have the option of working with a partner