

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Base line test & Elements of Music	Keyboard & Notation	Salsa	Programme Music	The Orchestra	Rap & Political Issues
	The base line unit, tests recognition of metre, tempo, timbre and instrumental groups, as well as including practical tests on recalling rhythms and pitch. The 'Elements of Music' unit focuses on key musical terms and being able to describe music using musical language. The students also learn how to read rhythmic notation and recognise different note values.	In this unit the students explore the use of keyboards, sounds and pitch. They then learn how to read stave notation and how it correlates to notes on the keyboard. The students learn about the correct hand technique to use when playing. Chords are introduced in various block and broken patterns. The scheme will conclude with an assessed differentiated performance task.	This unit explores the music of Puerto Rico and Cuba. The students learn different Salsa songs where they have the choice to play on either, the guitar, keyboard or ukulele. The students analyse different pop music which has been musically adapted into the salsa genre. The students learn about the percussion instruments which are used in Latin America.	This unit looks at descriptive music that can describe scenes, pictures and emotions. They are able to explore different sounds on the computer to express certain emotions and pictures. The assessment is a composition based on a picture/scene. The work 'Carnival of the Animals' by Composer 'Saint-Saëns' is analysed and explored for compositional ideas throughout the topic.	In this unit the students learn about the 4 different sections and families of the orchestra. They listen to and watch different orchestral music, learning to analyse aspects using musical terminology. The assessment piece is learnt on the keyboard or guitar. If a student takes lessons for an orchestral instrument they are can bring it in, to play to the class, and for their assessment.	This unit explores political issues of importance such as racism, bullying, crime, natural disasters, abuse and war. The students are encouraged to reflect on issues that are important to them and compose their own lyrics. They then work in groups to fit their raps to a set rhythmic beat, work on composing a 'sung' chorus and perform for an assessment at the end.
ICT				This scheme is on macs using Garage band		
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	Calypso & Reggae	Improvisation from around the World	12-Bar Blues	Melody & Chords Song Project	Music & Media	Samba
Year 8	This unit looks at the styles and traditions of Caribbean music. Historical background is explored from Trinidad and Tobago as well as Jamaica. There is a focus on a Calypso song for the first 3 sessions and a Reggae focus for the next half of the unit. The assessment performance piece is either on the guitar or keyboard. Artist's such as Harry Belafonte for Calypso and Bob Marley	This topic is split into 3 sections looking at different scales for improvisation in India, America (blues) and China. There are 2 sessions on improvising with an Indian scale, whilst also learning about cultural aspects and the instruments used. Syncopated rhythms and blues improvisation is explored for 2 sessions, before ending with a focus on the Chinese pentatonic scale and learning a piece of music with incorporates this.	This unit looks at the 12-bar blues chord structure. Once the students have learnt the pattern, they look at how a 3-line lyric structure fits over the top. They experiment with composing their own Blues lyrics, having reflected on the historical context of the genre. Chords, a bass line (and walking bass), melody and improvisation are explored and combined for a performance assessment.	In this topic the students learn a song from a choice of three pop songs. This topic has a technical focus of playing a melody and adding the chords in the background. They have a choice of guitar, ukulele or keyboard for this project, which culminates in an assessed performance on their instrument.	In this unit, the students learn about how music is used to promote and advertise products. The students look at composing their own jingle whilst promoting a product of their choice. They then have a choice of adverts to compose for. On the computer a silent video clip of an advert will run, whilst they experiment with chords, sounds and melodies which best mirror and match the on-screen action.	This is a drumming topic using Brazilian samba drums and percussion instruments. The students participate in workshop style lessons where they learn set rhythm patterns to play separately and as a group. They learn about musical traditions and Brazilian carnival. They learn the names of all the different percussion instruments: Surdo, Tamborim, Agogo, and Ganze
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	Ground Bass	Film Music	Dance Remix	African Drumming	Song Writing	Cover Versions
	This unit focuses on Pachelbel's Canon and the famous bass line that is incorporated. The unit includes learning the bass line, chords and various melodies which fit over the top. As well as analysing and performing different pop songs (by artists Coolio, The Farm, NDubz, Greenday, My Chemical Romance) who take their inspiration from this Baroque classic.	This unit explores the importance of music in film. They analyse how different musical features help to create and emphasise events and character emotions within a film. The students look at different themes, character motifs and their effect. The main assignment is to compose for a film extract where they emphasise and highlight the key events and actions with music	The students use different samples to create their own club dance remix. They learn various computer editing techniques and also add their own creative input by producing synth and drum parts to go with their music. Techniques such as looping and stutter are used as well as exploring the effective ways to structure a dance piece, adding breakdown sections.	This is a drumming topic using African drums. The students participate in workshop style lessons where they learn set rhythm patterns to play separately and as a group. They learn about musical traditions and African dance. They learn the names of various different instruments which are common to the country: Djembe, Balafon, African flutes, Kora, Talking drums.	This scheme explores how to compose a successful pop song. The students study common chord progressions and structures as well as how to create catchy melodies and riffs to fit over their chord patterns. They work in groups to practice performing their songs. The end product is recorded.	This scheme is based on group work and forming a small band. Guitar, keyboard, vocal and rhythmic skills are developed as well as strengthening skills in collaborative group work and knowing how to communicate well in a team. The students work on songs to create a 'cover version' for a class performance.
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