

**Music Subject Intent**

**Seven Year Plan**

Year 7			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	Introduction to DBA Requirements in music  Rhythm / Pitch	Pentatonic Melody line (Cultural Music from China)  Pentatonic Scales / Ostinato  Melody / Rhythm	Special Occasion Music  Pedal Note with Melody  Drone Canon  Fanfare
<b>Skills</b>	Musical notation – Pitch / Rhythm Melody  Performance – Keyboard skills reading graphic notation  Singing Well  Composition – Rhythm and Pitch  Identify instruments through sight and sound.	Notation (Theory)  Tones / Semitones  Performing – Pentatonic music independent, ensemble  Listening – Identify scales and instruments.  Compose a Melody Pentatonic melody / ostinato.	Reading and identification of Musical Notes ( Theory)  Perform a melodic line with accompaniment – Drone, chords  Compose a Canon  Use a notation software (Sibelius) to compose music using crotchet notation.  Wider listening – Fanfare  Identify instruments used.
<b>Progression</b>	Keyboard skills – Fingering  Melody line - Performance  Singing in tune, in time with others for a performance.  Compose a rhythmic pattern / Ostinato  DAW – input midi melodic line	Music theory skills = Tones / Semitones  Keyboard Skills Development  Compose using instruments & DAW using Pentatonic  Perform a melodic line with Ostinato ( solo / duet)	Keyboard skills – Adding an accompaniment to a melodic line  Explore drone, simple chords.  Develop compositional / notation skills compose a canon  Use notation software to input composition embedding knowledge and understanding of music notation.
<b>Link to GCSE</b>	Introduced to all Musical Disciplines – Hands on!  Instrument sounds / timbres	Pentatonic  Performance / Composing	Drone / Chordal accompaniment
Year 8			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	Rhythm work – Africa Cultural Capital  Understand The Blues structure / history.  Chord sequence / blues Scale  Ensemble performance	Listen and appreciate great musicians who have overcome adversity.  Chromatic melody lines with chordal accompaniment.  Playing chords on guitar / keyboard	Music from Media  Chromatic notes in a melodic line - James Bond



<b>Skills</b>	<p>Performing – Rhythmic cycles and rhythmic techniques</p> <p>Understand and play Chord Progressions</p> <p>Composing – Polyrythms Improvisation – Blues Scale</p> <p>Listening – With understanding cultural (Africa) and blues</p>	<p>Theory – Chromatic Scale / Enharmonic / Tones &amp; Semitones</p> <p>Performing – Chromatic melody with chordal accompaniment</p> <p>Adding broken chords to a melodic line</p> <p>Compose a chromatic melody</p> <p>Play and compose a chord sequence</p>	<p>Composition – Leit Motif</p> <p>Performance – Film Music – independent learning (Chords – accompaniment)</p> <p>Rehearsal skills</p> <p>Listening and identifying musical elements</p>
<b>Progression</b>	<p>Building on Rhythmic techniques through performance and composition.</p> <p>12 bar Chord Sequences – Performance skills / timing.</p> <p>Working in an ensemble = performing independent part.</p> <p>Compose a chord sequence</p>	<p>Building on Melodic lines with chromatics and broken chord sequences</p> <p>Compose a chromatic melody</p> <p>Music theory development and understanding</p> <p>Rehearsal skills and time management for a performance.</p>	<p>Working towards a performance using skills learnt through Chromatic notes with chords.</p> <p>Composition DAW</p> <p>Explore musical devices for a horror film</p> <p>Contrasts, Dynamics, Ostinato</p>
<b>Link to GCSE</b>	<p>Africa / Blues – BTEC Genre</p> <p>Composition skills</p>	<p>Performance Skills</p> <p>Chromatic melody</p>	<p>Music from Media - BTEC</p>
<b>Year 9 – Transition to KS4 (Option Class) Two lessons a week</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	<p>Performance requirements</p> <p>Explore Sonic / Compositional features individually.</p> <p>Minimalism - Techniques</p>	<p>Music from the Media</p> <p>Horror Film Composition – Exploring devices and techniques</p> <p>Music Theory</p> <p>Dissonance Intervals</p>	<p>Analyse and Perform Reggae Music</p> <p>Musical Fusion of styles</p> <p>Rhythm development</p>
<b>Skills</b>	<p>Performance</p> <p>Perform safely and planning</p> <p>Understand minimalism – layering ostinato patterns.</p> <p>Composition skills – Building Ostinato skills</p> <p>Listening - Breakdown of individual sonic / compositional features required for BTEC</p>	<p>Composition DAW skills – Horror Features</p> <p>Recap Ostinato Learn and identify Contrasts in Dynamics and Pitch</p> <p>Recognising and understanding dissonance</p> <p>Compositional Skills DAW manipulating sounds, building layers to add texture</p> <p>Independent performance task</p>	<p>Listening Identify all the Sonic / Compositional Features of Reggae Music</p> <p>Performance – Ensemble work, layering ensemble lines to perform ‘Reggae’</p> <p>Composition – Syncopated rhythms</p>
<b>Progression</b>	<p>Time management in rehearsal planning for a performance.</p> <p>Identify and use music vocabulary when listening and identifying music.</p> <p>Building up layers of ostinato patterns.</p> <p>Warm up techniques to aid progression – skills development</p>	<p>Music Theory Progression</p> <p>Understanding close harmony and dissonance.</p> <p>Melodic Midi input to DAW</p> <p>Understanding of techniques used in Horror music through analysis, composition and performance.</p>	<p>Ensemble Performance building up layers</p> <p>Riff, Chords, Melody, rhythm</p> <p>Understanding the independent layers and performing and keeping an independent part in a group performance.</p>



		Compositional skills development adding layers to build and manipulate sounds.	Understand compositional devices Chord progressions, Riff Syncopation – through listening, performing and composing exercises.
Link to GCSE / A-Level	Performance techniques and how to improve – build skills.	Composition skills Ostinato / Layers / Dynamics	Ensemble work Analysis
<b>Year 9 Carousel (7 week cycle)</b>			
	Cycle 1	Cycle 2	Cycle 3
Content	Chords / Class Band / Rhythm	Chords / Class Band / Rhythm	Chords / Class Band / Rhythm
Skills	Playing and Composing using a chord progression in an ensemble performance – building layers of sound	Playing and Composing using a chord progression in an ensemble performance – building layers of sound	Playing and Composing using a chord progression in an ensemble performance – building layers of sound
Progression	Explore chord sequences – melodic lines, lines and rhythms	Explore chord sequences – melodic lines, lines and rhythms	Explore chord sequences – melodic lines, lines and rhythms
<b>Year 10 Sept 23 (two lessons per week)</b>			
	Cycle 1	Cycle 2	Cycle 3
Content	Coursework Requirements Exploring products and styles Component 1 Reggae, Blues, Africa Performance skills in a range of genres – solo / ensemble	Listening – Coursework Film Music British Invasion Component 1 Controlled Assessment ( 15 hours) Exploring Music Products and Styles	Musical Skills Development Component 2 Preparation work – requirements Professionals in the Music Industry. Identify development in performance / composition
Skills	Identify Sonic and Compositional features. Through a range of listening activities and genres. Instrument recognition Perform Reggae as a group adding layers, melody, bass, syncopated rhythms, riff Perform Blues as a group adding layers, melody, bass, chord sequence, improvisation. Perform African rhythmic pieces developing rhythmic skills, polyrhythm, call & response, improvisation.	Listen and analysis Performance skills – Ensemble performance playing an independent part and understanding role. Composition skills – understanding the techniques used in Horror films. Applying knowledge to a composition using a DAW. Understanding the requirements for the Controlled Assessment.	Initial Skills Audit SMART Target – How to improve SWOT analysis Development Plan Health & Safety requirements Warm up techniques = Develop and use a range of techniques to progress and improve personal skills in performance. Plan a performance and complete a rehearsal plan – developing good practice and safe rehearsals / performances.



Progression	<p>Understanding of key vocabulary in musical analysis and applying this in a personal listening diary through a range of genres.</p> <p>Solo and Ensemble performance requires time management and rehearsal for independent parts to be put together for successful performances. Understanding of styles.</p> <p>More complex rhythmic patterns and chord progressions available to stretch and challenge pupils in group work.</p>	<p>Rehearsal and Performance skills in music from British Invasion – Developing Fluency in playing chord progressions and working with others.</p> <p>Composition techniques applying these using a DAW.</p> <p><b>Complete Component 1</b></p> <p><b>Controlled Assessment</b></p> <p><b>Exploring Music Products and Styles</b></p>	<p>Rehearsal skills – setting targets for improvement. Acting and evaluating progress.</p> <p>Understanding Personal skills development and planning good rehearsals and techniques towards a final performance.</p> <p>Composition skills audit</p> <p>Pentatonic melody line</p> <p>Showing understanding and development in creating a pentatonic melody using a DAW.</p> <p>Some pupils will use ‘Sibelius’ notation software for composition.</p>
Link to GCSE / A-Level	<p>Btec – requirement</p> <p>A level – chords performance</p> <p>Music Theory</p>	<p>Btec – Requirement</p> <p>Composition, Listening and Performance development.</p>	<p>Btec – requirement</p> <p>How to Identify and develop personal skills /techniques leading towards a performance.</p>
<b>Year 11 – Transition to KS5</b>			
	Cycle 1	Cycle 2	Cycle 3
Content	<p><b>Component 2 Controlled Assessment (12 hours)</b></p> <p><b>Musical Skills Development</b></p> <p><b>Deadline December</b></p> <p>Rehearsal skills – Safe rehearsal techniques and progress</p> <p>Professional skills in the music industry</p> <p>Compositional skills</p> <p>Preparation for Component 3</p>	<p><b>Component 3 Deadline May</b></p> <p><b>Responding to a Music Brief</b></p> <p><i>Creating / Performing or Creating / Producing</i></p> <p>Target audience</p> <p>Features of songs from the brief identify styles from the brief</p> <p>Resources identified</p> <p>Develop performance / composition or production skills.</p>	<p><b>Component 3 timings.</b></p> <p><b>Prep work activity 1 4 hours</b></p> <p><b>Activity 1 2 hours</b></p> <p><b>Initial Response to Brief</b></p> <p><b>Activity 2 16 hours</b></p> <p><b>Creating a musical product</b></p> <p><b>Activity 3 1 hour</b></p> <p><b>Commentary on creative process</b></p>
Skills	<p>Developing rehearsal plan to aid improvement in performance, composition or musical production (remix)</p> <p>Health &amp; Safety understanding</p> <p>Complete a risk assessment and skills audit.</p> <p>Time management and skills of the professional musician.</p> <p>Warm up techniques – create a bank to aid development and technique</p> <p>Composing / Production skills using a DAW to create for a specific event / brief</p>	<p>Plan and research, linking to the requirements of the brief.</p> <p>Identify skills and complete a Development plan</p> <p>Evaluate process in the completion of the task</p> <p>Making a Music Product to a set brief.</p> <p>Remix</p> <p>Changing a style of a song</p> <p>Understand tempo, accompaniment, chords, rhythm</p>	<p>Completion of Component 3</p> <p>Independent skill development from aspects of the BTEC course.</p> <p>Planning and identifying personal skills for development in response to a set brief.</p> <p>Performance skills</p> <p>Composition skills</p> <p>Production skills</p> <p>Self analysis and evaluation</p>



<b>Progression</b>	<b>Performance / Composition skills</b> Milestone recordings of personal progression Time management and links to the music industry.	Progress in personal development planning time, resources and creative decision making in line with an external brief. Performance skills Compositional skills	Personal skill development and time management Research and responding to an external brief. Construction of creative process audit.
<b>Link to GCSE / A-Level</b>	Personal skills development		

<b>Year 12 A Level</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Musical elements Reading and writing music Identifying Intervals Aural dictation Score reading Music theory development Initial Performance = Develop skills independently	Set works Introduction Atea Study – A B E Western Classical Rock / Pop Into the 20 <sup>th</sup> Century History and wider listening around the set genres.	Composition Skills Form / Structure -Western Classical Set Works = Greater Depth <i>Melodic development</i> <i>Harmonic Devices</i> Identifying elements of music in score retrieval. Wider listening around areas of study.
<b>Skills</b>	Music theory skills Clefs, Key signatures, time signatures, intervals, rhythm, ledger lines, dynamics, tempo Aural skills = Dictation D.R.C.P.S.M.I.T.H analysis Notation software – inputting melody lines Music History – 20 <sup>th</sup> Century Understand modes / scales through analysis and performance	Set work – analysis wider listening to understand musical styles and techniques. Using set work scores to identify and locate for discussion. Instrument identification Structure / Form in set works Instrumentation in set works Rhythmic techniques in set works Performance / Composition skills Grade 5 standard piece for performance.	Understanding forms – composing melodic lines and accompaniment. Analysing and composing melodic lines through intervals, rhythm and structure. Wider listening to gain knowledge and understanding of musical genres. Composing – Sonata Form Identifying structure and developing melodic lines Performance development
<b>Progression</b>	Improve vocabulary and theory skills when analysing music. Improve understanding of musical styles and instrumentation through score reading to help musical development.	Applying theory and vocabulary to the set works Wider listening to understand set styles and genres – exploring new composers Improve identification of musical elements through listening and	Exam essays – questions Practice in identifying elements in set work through score reading. Identifying melodic phrases and developments. Extended listening to understand genres.



	Independent rehearsal skills planning for a performance.  Compositional techniques – Melody lines and structure	analysis within the set works and score reading.  Compositional techniques – Improve skills through practice using the notation software.  Independent performance skills	Listen, perform, compose and identify specific structures e.g Sonata form in music  Improve music theory skills – circle of 5ths – key signatures and modulations  Cadence identification
Link to Careers	University requirements  Theory working towards Grade 5	University requirements  Theory UCAS	University requirements -theory  Wider listening - composers
<b>Year 12 Music Technology</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Music in Media – requirements  Listening and analysing music from TV / Documentary  Rhythmic and compositional devices used in media genres.  Identifying scenes for composition – Plan to enhance visual imagery.  Using a DAW	Composing Music Styles 366  Listen and analyse music from computer games and specific genres. Identifying specific elements used in different genres.  Compose music using a DAW for a computer game and in another style  Introduction to careers in Music unit.	Continuation of 366  Composing in identified style.  Listening and analysis of styles identifying compositional devices.  DAW skills development  Completion of Careers Job Roles Presentation
<b>Skills</b>	DAW – Quantise and building on previous midi skills  Identification of compositional devices in specific genres  Ostinato, Drone, Range, Instrumentation, Tempo, Dynamics, Rhythmic complexity, harmonic progressions  Time management – Plan screenshot imagery for compositional process. Enhance the experience through music / audio.  Evaluate process and success of composition	Music for computer game genre  Listen and identify specific musical elements and compositional techniques used in computer game music and different musical styles.  House, Techno, Grime, Trance e.tc.  DAW skills improved and developed through application of composition.  Automation – dynamics  Careers Unit – Introduction	Listening and analysis skill development.  Identify and explore compositional devices the composing process.  Score production – using a notation program to identify melodic lines.  Compose using a DAW
<b>Progression</b>	Understand elements in Media and compose in this style. Use musical vocabulary while analysing music.  Understand how music can enhance the experience for the audience and can change the mood / atmosphere of a scene.  Identify scenes and plan a composition to enhance the visual images.  Develop skills using a DAW = including compositional techniques and music technology manipulations and production of sounds.	Compositional skills development through consistent use of a DAW exploring and developing musical technology techniques.  Using automation to manipulate sound / dynamic contrasts  Listening and analysing musical elements in different genres of music, finding similarities in instruments / sounds/ tempo / rhythm.  Composing music for a computer game and in another style of choice through research of techniques.	DAW skills continue to develop through exploration of devices and techniques.  Quantize  Identify compositional devices in specific musical genres and explore and re=create these elements through composition and creating new sounds  Understand career routes and requirements for university courses in music / music technology and what is required for jobs in the music industry.



	Evaluate process clearly and identify areas for development.	Identify and research two careers in the music industry	
Link to careers	Vocational skills - composer	Music industry career research task	
<b>Year 13 A Level</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	<p>Set Work Analysis</p> <p>Rock / Pop Western Classical</p> <p>20<sup>th</sup> Century</p> <p>Impressionism/ Expressionism and Neo-Classical</p> <p>Composition Brief ( External)</p> <p>Music Theory Grade 5 standard</p>	<p>Finalise coursework and prep for practical exam and listening exam – score reading</p> <p>Analysis of Musical Elements and discussing them from the set work / scores.</p> <p>Wider listening around genres.</p> <p><b>Composition Completion</b></p> <p><b>Performance Skills and final performance exam</b></p>	<p>Exam season</p> <p>Preparation and practice of exam style questions and model answers for the music exam.</p>
<b>Skills</b>	<p>Applying knowledge to composition and score reading.</p> <p>Understanding specific terminology and applying this to extract information from the set works.</p> <p>Composition skills</p> <p>Responding to a brief</p> <p><b>Released October 23</b></p> <p>Analysis and research in specific musical styles / genres.</p> <p>Compositional techniques – Ostinato, Texture, Instrumentation, Structure, Dynamics</p> <p>Performance skills = developing and managing time for performances in different genres. Grade 5+</p>	<p>Fluency in retrieval of musical elements from set works through score reading and practice.</p> <p>Musical theory practice</p> <p>Aural dictation / Interval recognition</p> <p>Composition completion for the brief</p> <p>Style / Genre suitability – Use of compositional techniques</p> <p>Write up of process and skills used in creativity process.</p> <p>Performance practice</p> <p>Personal skills development and refinement for final performance.</p>	<p>Continue to develop understanding of retrieval and analysis of elements required for the listening and analysis exam</p> <p>Set work analysis</p> <p>Music Theory</p>
<b>Progression</b>	<p>Embedding knowledge from prior learning into exam / coursework content.</p> <p>Using vocabulary and musical elements to extract information from scores with understanding and analysis.</p> <p>Musical theory skills at a high level to access more information required from the set works and help progress into higher education.</p> <p>Performance skills development – focus on 2/3 pieces</p> <p>Adding emotion, communication and fluency</p>	<p>Fluency in retrieving information from the scores which is required in the A level exam.</p> <p>Music theory development with higher level understanding through practice.</p> <p>Compositional skills – highlighting different techniques in compositions.</p> <p>Performance skills – fluency and commitment to a final performance.</p>	
<b>Careers</b>	Stock Music – Websites	Grade 5 theory	



	University requirements	Evaluation and time management for rehearsals and performance.	
<b>Year 13 Music Technology</b>			
	Cycle 1	Cycle 2	Cycle 3
Content	<p>Roles in the Music industry</p> <p>Initial skills audit</p> <p>SWOT analysis</p> <p>Personal Skills Development</p> <p>Health &amp; Safety</p> <p>Risk Assessment</p>	<p>Unit 366 Continuation</p> <p>Continue to develop Cubase skills by composing and manipulating sounds using a variety of music technology devices.</p> <p>Careers Unit</p> <p>Identify employability skills</p> <p>Areas for development</p> <p><b>External Unit Brief Released</b></p>	<p><b>External Assessment Controlled Assessment 20 hours</b></p> <p>Recording techniques – equipment required.</p> <p>Plan a live recording</p> <p>Setting up a sound system / Mixing desk</p> <p>Microphone techniques</p> <p>Levels / Balance</p> <p>Recording software</p>
Skills	<p>Presentation and research around jobs in the industry</p> <p>Multi track recording</p> <p>Unit 366</p> <p>Develop skills using Cubase:</p> <p>Oscillators, envelopes, sound synthesis, Filter, Synthesizer, tones, automation, pitch manipulation, sampler, vst sounds, quantise, send.</p>	<p>Continue to develop skills using Cubase through exploring and manipulating sounds in composition through a variety of techniques.</p> <p>Employability skills</p> <p>Recording techniques – Setting up a P.A system.</p> <p>Analysis of components required in recording a live performance.</p>	<p>Understand the requirements for a live sound recording.</p> <p>Set up recording equipment</p> <p>Communicate and plan a live recording session.</p> <p>Understand microphones and using a mixing desk to set levels.</p> <p>Communicate with musicians in a recording session.</p> <p>Complete a presentation to show understanding with screen shots and a final recording.</p>
Progression	<p>How to gain employment in the music industry – understand job requirements through research of university courses and job descriptions.</p> <p>Cubase skills – Manipulating sounds using specific skills through composing. Adding sounds into a presentation and evaluating process and success.</p>	<p>Continue to develop skills using 'Cubase' through a variety of techniques and processes to manipulate sounds.</p> <p>Identify personal skills for employers and identify areas for improvement.</p> <p>Understand basic recording equipment requirements.</p> <p>Set up a P.A system and sound desk</p>	<p>Communication skills in planning a live recording, technicians artists, venue, equipment.</p> <p>Using a P.A and mixing desk through a live recording session.</p> <p>Balancing sounds and instrument using specific microphones</p> <p>Produce a successful recording with analysis and evaluation in a presentation. Highlighting skills to develop</p>
Link to Career	<p>Understanding skills needed and employment in the music industry.</p>	<p>Skill set for employment and development plan</p>	<p>Communication and planning with live musicians.</p> <p>Managing time and equipment</p>

